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ABSTRACT

A business education curriculum guide is presented for teachers of secondary school students who wish a general economic education or an introduction to vocational business training. Following a brief introduction, the second of fifteen sections focuses on the theme of career awareness and personal development. Section 3 explains terms such as goal, learning outcome, and area. The fourth section reviews eight business education goals; for example, the first goal is to help students develop a positive feeling of self-worth. Section 5 charts twenty-one courses by title, designation, grade, prerequisite, and intent. An example of a teacher created integrated course is provided in section 7. Section 8 contains a suggested course grid by enrollment size and partial or complete curriculum. The section following recommends course time allotments. Section 10 offers a continuous progress program example. Student evaluation examples are given in section 11, and resource utilization and examples are suggested in the next two sections. Learning outcomes, listed in section 14, are included for accounting, business communications, career skills, data processing, and other study areas. In the final section, intent, content, learning outcomes, prescribed/supplementary materials, and suggested equipment and facilities are given for seven courses by grade level. The appendix contains a program development model. (CSS)

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# BUSINESS EDUCATION

## Curriculum Interim Guide 1977

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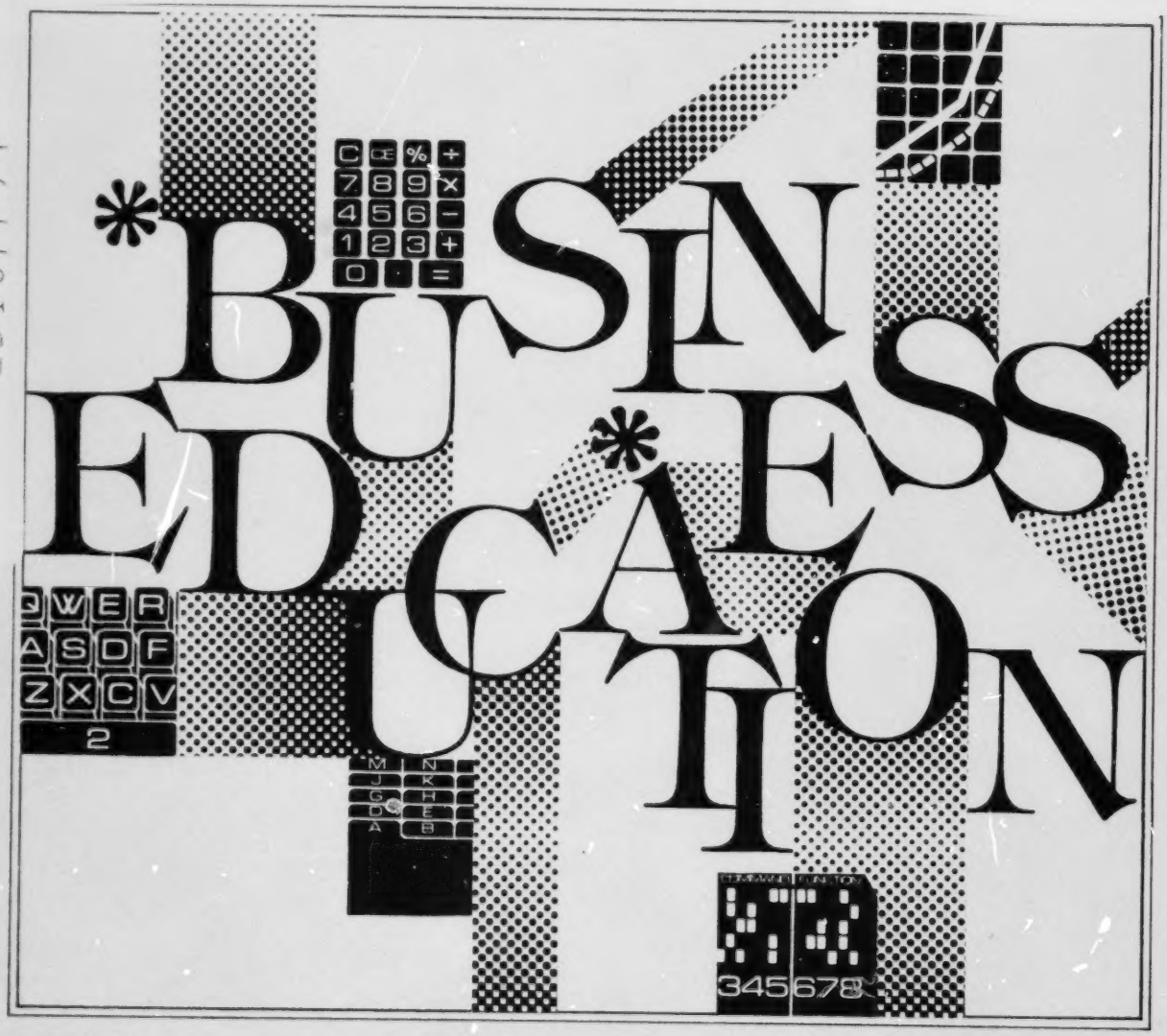


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- Please Note Carefully -

I. All courses in the present Business Education program will continue to be prescribed for 1977-78.

II. This interim guide is provided to present an overview of the revision of the Business Education program which is presently underway. The outlines for some of the revised courses have been completed; other courses which are planned have been identified by 'course names' but the Revision Committee is still working on the outlines.

III. Although most teachers and administrators may wish to use this interim guide for review and study purposes only during the 1977-78 school year, it should be noted that it will be permissible for schools to introduce one or more of the revised courses in 1977-78 if they should wish to do so. However, administrations and teachers should be aware that budget limitations will permit the Ministry to provide prescribed texts in 1977-78 for the following revised courses only:

Personal and Business Records 9
Consumer Fundamentals 10
Typing 9
Shorthand 10

IV. It is anticipated that the completely revised program, along with all the new texts, will be available for September 1978. At that time a final curriculum guide will replace this interim edition.

V. The "Suggested Equipment and Facilities" lists which are indicated for the revised courses are included for consideration only. A full study of the implications of these proposals will have to be made. At the present time then, the Ministry has not approved these suggestions.

VI. During the fall term of 1977, the Ministry would welcome suggestions for modification of this revision from Business Education teachers and administrators. These suggestions will be considered in the preparation of the final guide.

Please send your suggestions and comments to the Curriculum Development Branch, Ministry of Education, 835 Humboldt Street, Victoria.

# A C K N O W L E D G E M E N T S

The Ministry of Education gratefully acknowledges the work the following people have done as members of the Business Education Revision Committee in preparing this guide:

Stan Dunster

Patsy Hinton

Bob Lindsay

Bob Peacock

John Thomas

Darleen Wenman

Mhora Zelter

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# BUSINESS EDUCATION CURRICULUM GUIDE

Interim Edition

## I. Introduction

The Business Education Curriculum has been established to meet the needs of secondary school students in British Columbia. It is predicated on two major tenets: First, that secondary school students may wish to pursue the curriculum for a general (economic) education and skill acquaintanceship; second, to provide general career awareness with an introduction to vocational training in a business setting.

This interim guide consists of four main parts:

1. Introduction and suggestions for use of the guide.

2. Eight broad Business Education Programme goals

3. Twelve, of a proposed twenty-one, sample courses; each with a short statement of intent, course outline, suggested learning outcomes, learning resources, supplementary resources, and suggested facilities and equipment

4. Four hundred fifty-four learning outcomes categorized into fourteen broad areas of knowledge

Because of the size of the task of designing a complete new Business Education Programme and the importance of updating, the decision was made to publish an interim guide for September, 1977. It is expected that the remaining nine courses will be completed and the guide refined, modified, and completed for September, 1978. Because of the fast moving pace of changing business technology and modifications derived from actual classroom experience, refinement and review will be an ongoing task.

Twenty-one courses will be included in the revised program. In Business Education a certain flexibility should be permitted the teacher in developing and teaching courses. If certain teachers wish to modify the approaches, or the suggestions in the course outlines, they will find the learning outcomes useful and will be able to combine them in such a manner as to:

1. provide the student with the opportunity to develop as a member of society and to participate in some training to make a living

2. meet the needs of the community of which they are a part

In addition to a certain flexibility for the individual teacher, it may be necessary or desirable for a school to make some modifications in its approach to programming and timetabling. Suggestions in this area are found in Section VI and VII of this interim guide.

Development of a sound Business Education Programme will require close co-operation among teachers in the department, administrators in the school, and teachers throughout the school district. This co-operation is essential in order to develop continuity of programmes and to facilitate continuous progress in all areas.

With proper development and close co-ordination by all concerned it is expected that the student will gain knowledge in preparation for the future, have the opportunity to discover the alternatives in programming, include studies for personal and/or avocational use, and realize the goals of the Business Education Programme as outlined on the following pages.

To meet the needs of every student it is intended that the courses and programme be designed with continuous progress in mind, that the community and its resources be thoroughly explored and used, and that the philosophy of education be realized in that the student leaves school with skills useful in both personal and professional life.

When teaching students about business they are being prepared to handle their own affairs and to function as intelligent consumers and citizens. When educating students for business they are developing the concepts applicable to all forms of organization: government, institutions, labour, and community agencies, as well as preparing for entry into and advancement in jobs and careers.

## II. Career Awareness and Personal Development Theme

In the past, the Business Education Programme has emphasized employment skills. Now, with a focus on career awareness, the students will be acquainted with the options open to them in present or future employment including the special training and obligations of selected careers. At the same time, students will be made familiar with the principles of organization and economics.

Career awareness, self-awareness, human relations, appreciations and attitudes, and decision-making skills have been integrated into the curriculum through the areas of Career Skills, Personal Development and Business Communications. If we are to meet individual student needs in the areas of career awareness and personal development, we should provide more flexibility. This can be done by providing:

1. utilization of community resources
2. greater emphasis on co-operative career experience programmes
3. use of simulations to create new learning environments

## III. Explanation of Terms

### A. GOAL

A goal is a general statement about the intention of the programme. An example might be:

'Strengthen oral and written business language skills in all forms of communication.'

### B. LEARNING OUTCOME

An example of a Learning Outcome from the Business Communications Area might be:

'By the end of this area of study the student will be able to compose oral and written business communications:
(a) letters
(b) reports
(c) memoranda
(d) speeches'

A Learning Outcome is a more specific statement than a goal. It has four component parts as the example indicates:

| | |
|---|---|
| 1. general time frame | 'By the end of this area |
| 2. student centred | of study the student will |
| 3. general area of expertise | be able to compose oral and written business communications: |
| 4. representative examples, <u>but not all</u> examples possible | (a) letters<br>(b) reports<br>(c) memoranda<br>(d) speeches' |

### C. AREA

Learning Outcomes have been designed within fourteen areas of knowledge. These do not necessarily correspond with subjects or courses--they are convenient categories only.

The major areas are:

1. Accounting
2. Business Communications
3. Career Skills
4. Data Processing
5. Economics
6. Information Systems
7. Economics

8. Machine Calculations and Procedures
9. Marketing and Distribution
10. Office Procedures
11. Organization and Management
12. Personal Development
13. Shorthand
14. Typewriting

PLEASE REMEMBER THAN AN AREA IS NOT SYNONYMOUS WITH A SUBJECT.

Should more time be available, a number of tasks that have not been attempted in this guide could be done for refinement purposes.

1. Rank the learning outcomes or competencies in a specific order.

2. Classify learning categories (cognitive, affective, or psychomotor domains) for each learning outcome.

3. Classify knowledge categories (simple generalizations, trends and sequences, or cause and affect relationships) for each learning outcome.

4. Classify processes (acquiring information, interpreting information, or communicating information) for each learning outcome.

5. "Balance" the competency or task of one particular learning outcome relative to any other learning outcome. In order to achieve this balance, several hundred additional learning outcomes or competencies would be created.

It is worth noting here that the Business Education Goals are not specifically integrated into single learning outcomes. Several learning outcomes from several areas may be required to achieve the intent of a specific goal. The total impact of the combination of all goals should be considered greater than the sum of each goal.

For example, the goal "Help students develop a positive feeling of individual self-worth." is inherent in all learning outcomes and compliments the remaining goals in order to assist in helping the student attain self-actualization.

## IV. Business Education Goals

1. Help students develop a positive feeling of individual self-worth.

2. Strengthen oral and written business language skills in all forms of communication.

3. Help students develop the ability to act independently with initiative, imagination, and responsibility.

4. Help prepare students for an effective role in interpersonal relationships by:

   (a) developing ability to get along with others and to understand how their tasks affect others
   (b) developing personal qualities such as politeness, friendliness, cheerfulness, and consideration
   (c) developing such attitudes as eagerness to learn, commitment, and discretion.

5. Prepare students for their role as consumers and citizens by:

   (a) providing information which will assist students in learning to manage their own economic and legal affairs
   (b) developing basic business knowledge essential to every member of society
   (c) developing an understanding of the Canadian economic and legal systems and their operation
   (d) developing the ability to estimate, judge, and make decisions.

6. Create an awareness of career opportunities.

7. Develop acceptable skills for personal use and entry to employment and post-secondary education.

8. Develop the student's ability to cope with increased specialization and job mobility.

## V. Business Education Programme

The following two page chart describes the new Business Education Programme as developed from the twenty-one suggested courses. The chart will show the course title, course designation, grade level, prerequisite, and intent for each suggested course as well as the course that will be replaced in the old programme.

# BUSINESS EDUCATION PROGRAMME

| COURSE TITLE | COURSE DESIGNATION | GRADE | REPLACES | PREREQUISITE | INTENT |
|---|---|---|---|---|---|
| EXPLORING BUSINESS | EB | 8 or 9 | part BC 10<br>part GB 11 | none | Introductory, activity-based course exploring careers, curriculum, and the community |
| PERSONAL & BUSINESS RECORDS | PBR | 9 | RK 9 | none | Study of records found in personal and business life |
| CONSUMER FUNDAMENTALS | CF | 10 | part BC 10 | none | Study of consumer fundamentals and foundations of business |
| TYPING | TY | 9 at GR 9/10 level | TY 9 | none | Touch typing skills to type a number of documents used in personal and business life |
| | or | | | | |
| (P - Personal) | PTY | 11 at Gr 11/12 level | TY 9/11 | none | |
| TYPING | TY | 10 at Gr 10 level | TY 10 | TY 9 | Extension of personal and business applications in typewriting and development of skills |
| | or | | | | |
| (P - Personal) | PTY | 12 at Gr 11/12 level | TY 10/11 | PTY 11 | |
| SHORTHAND | SH | 10 at Gr 10 level | SH 10 | none | Course covering theory of a system of shorthand and its use for personal or business life |
| | or | | | | |
| | | 11 at Gr 11/12 level | SH 11A | none | |
| SHORTHAND | SH | 12A at Gr 11/12 level | SH 11B/SP12 | SH 10 or SH 11 | Skill development and vocabulary expansion for career exploration in shorthand related areas |
| SHORTHAND | SH | 12B at Gr 11/12 level | SP 12 | SH 12A | Shorthand 12A continued to 240 hours |
| OFFICE PROCEDURES | OP | 11 at Gr 11/12 level | TY 11/OP12 | TY 10 or PTY 12 | Development of skills pertinent to clerical and secretarial office procedures |
| OFFICE PROCEDURES | OP | 12 at Gr 12 level | OP 12 | OP 11 | Extension of skills pertinent to clerical and secretarial office procedures |
| MACHINE CALCULATION PROCEDURES | MCP | 12A at Gr 11/12 level | BM 12 | none | Development of skills and concepts of arithmetic in conjunction with learning calculating machine skills and business systems |

BUSINESS EDUCATION PROGRAMME continued

| COURSE TITLE | COURSE DESIGNATION | GRADE | REPLACES | PREREQUISITE | INTENT |
|---|---|---|---|---|---|
| MACHINE CALCULATIONS & PROCEDURES | MCP | 12B at Gr 11/ 12 level | BM 12 | MCP 12A | Exploration of business math and machines in more detail and exploration of careers in related areas |
| MARKETING | MK | 11 at Gr 11/ 12 level | part GB 11 | none | Introductory course in marketing procedures with an emphasis on retailing |
| MARKETING | MK | 12 at Gr 11/ 12 level | NEW | MK 11 | Study of marketing practices with wider scope and from a management point of view |
| ACCOUNTING | AC | 11 at Gr 11/ 12 level | BK 11 | none | Course covering the basic accounting cycle to the work sheet |
| ACCOUNTING | AC | 12A at Gr 11/ 12 level | BK 12 | AC 11 | Advanced accounting covering technique of applied accounting systems in a variety of business organizations |
| ACCOUNTING | AC | 12B at Gr 11/ 12 level | AC 12 | AC 12A | Advanced accounting covering adjusting and closing entries, specialized systems, statement analysis and various business structures |
| BUSINESS COMMUNICATIONS | BC | 12 at Gr 11/ 12 level | OO 12 | none | Development of aural, oral, and written communication skills in the business area |
| PERSONAL ECONOMICS & LAW | PEL | 12 at Gr 11/ 12 level | part GB 11 part GB 12 | none | Practical, activity-based course covering economics and law as they apply to life skills and consumer activities |
| DATA PROCESSING | DP | 11 at Gr 11/ 12 level | BK 12 | none | Development of the realization of the need for data, systems to produce data, flow of data, and the uses of data |
| ORGANIZATION & MANAGEMENT | OM | 12 at Gr 11/ 12 level | part GB 12 | none | Overview of the structure of business and the relationship to government and the community |
| CO-OPERATIVE CAREER EXPERIENCE | CCE | 12 at Gr 12 level | NEW | none | Career development and work experience in business and service industries. Integration of school studies with actual career experience, field studies, and out-of-school projects. |

## VI. Integrating the Business Education Programme in Your School

The guide recognizes that the school districts of the province contain large and small communities, both urban and rural. The suggested course grid (next page) could be used for a Junior-Senior Secondary school in an urban school or in a regional school. Separate Junior and Senior Secondary Schools would divide the course offerings at the 10/11 level, as is now the practice. Also, one would expect the course offerings in a larger school to be more numerous because of a larger staff and greater student enrolment than those of a smaller school. The teachers in a small school are encouraged to combine selected parts of two or three of the suggested courses in order to meet local school needs. Credit would be given on a student's transcript of marks for the course similar to the newly created course. The teacher will combine selected learning outcomes to achieve this end.

Special problems may be encountered by schools with low enrolments endeavouring to maintain a full programme. It is suggested that selected units of instruction be organized in one or two courses rather than offering many specialized courses. Such an integrative approach would create new combinations in office and secretarial studies, accounting and data processing, as well as in business foundations and marketing. The resulting combinations would curtail electives but maintain stronger courses which could be expanded as conditions warrant. Additional space and equipment would be required to establish satisfactory learning conditions and facilitate utilization of a work-station approach, simulations, learning packages, and other methods of individualized instruction. It is vital that the course guides be utilized in a flexible manner so that the resulting courses meet the needs of the individual student.

## VII. Example of a Teacher Created Integrated Course

Rationale: Enrolment for Marketing 11/12 and Organization and Management 12 is too small to offer separate courses. It is suggested that the teacher create an integrated course called "Retail Management."

Implementation: The teacher will select the required competencies from the fourteen learning outcome areas.

ACCOUNTING: 8, 13, 14, 15
BUSINESS COMMUNICATIONS: 2
CAREER SKILLS: 1 - 14, 19 - 24
ECONOMICS: 10, 11, 18, 22
MACHINE CALCULATIONS & PROCEDURES: 20, 23, 31, 32, 33, 34, 35, 43, 44, 45
MARKETING: 1 - 14, 18 - 26
ORGANIZATION AND MANAGEMENT: 1, 2, 6, 7, 14, 16, 29 - 32, 39, 40, 43
PERSONAL DEVELOPMENT: 1 - 18

Credit should be given for the major content that is reflected in Marketing 11 or 12 or Organization and Management 12. Course intent and content can be developed by grouping the above Learning Outcomes. Text selection would be based on the suggested course learning resources.

## VIII. Suggested Course Grid*

| COURSE | Large Enrolment Complete Curriculum | Medium Enrolment Partial Curriculum | Small Enrolment Partial Curriculum |
|---|---|---|---|
| EB 9 | x | none | none |
| PBR 9 | x | x | integrated |
| CF 10 | x | x | |
| TY 9/PTY 11 | x | x | integrated |
| TY 10/PTY 12 | x | x | |
| SH 10/11 | x | x | discretionary |
| SH 12A | x | integrated | |
| SH 12B | x | | |
| OP 11 | x | integrated | integrated |
| OP 12 | x | | |
| MCP 12A | x | integrated | integrated |
| MCP 12B | x | | |
| MK 11 | x | integrated | integrated |
| MK 12 | x | | |
| AC 11 | x | x | integrated |
| AC 12 | x | integrated | |
| DP 11 | x | | none |
| BC 12 | x | x | none |
| PEL 12 | x | x | x |
| OM 12 | x | none | none |
| CCE 12 | x | integrated | integrated |

* The above chart is for discussion purposes and suggestions only.

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## IX. Time Allotments

The suggested courses are organized for approximately 120 class hours. The course content can be adjusted to suit timetables for semestered, partially-semestered and modular schedules. In some instances it may be desireable to select only the central units for intensive study. Supplementary units may be used for enrichment in the senior grades.

Skill-based courses require the distribution of practice over a sustained period without long pauses. It is recommended that schedules be prepared so that a student can maintain a continuous progress programme culminating in the highest standard being attained just prior to graduation. A typing programme organized in a semestered school offering 80 hours of instruction would require three courses to accomplish the same skill level as two courses under a traditional timetable. In the Shorthand Programme, the Shorthand 12B course has been listed to bring the total instructional time up to 240 hours and to maintain uninterrupted progress.

A greater emphasis has been placed on activity-based learning. It is recommended that a blocked-time approach utilizing two consecutive hours be instituted whenever possible. This approach builds advanced skills, knowledge, and behaviour in an environment which simulates employment conditions. It also provides flexibility to meet individual student needs.

## X. Example of a Continuous Progress Programme

TYPEWRITING

| GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 | Course |
|---|---|---|---|---|
| TY 9 | TY 9 | PTY 11 | PTY 11 | First |
| | TY 10 | PTY 12 | PTY 12 | Second |
| | | OP 11 | OP 11 | Third |
| | | | OP 12 | Fourth |

It is intended that the above courses provide a continous progress typing programme. The first course, TY 9 if taken at the Junior Secondary level or PTY 11 if taken at the Senior Secondary level, provides touch typing skills and preparation of various materials for personal and business use. The second course, TY 10 if taken at the Junior Secondary level or PTY 12 if taken at the Senior Secondary level, develops speed and accuracy and production techniques. The third course, OP 11 (taken in Grade 11 or 12), continues skill development while introducing a variety of clerical and secretarial office procedures. The final course, OP 12 (taken in Grade 12), refines office procedures in related areas in more detail and from an administrative view-point.

Ideally students would take one of the courses each year from Grade 9 to Grade 12. If students delay taking typing until Grade 10, they would then take TY 9 and PTY 12 to complete the two year course before entering OP 11. If students do not take any typing until Grade 11, it is possible

to complete all four courses in two years in a semestered situation. It is possible to complete the four courses in less time as entry to OP 12 is intended to be performance based. Where skills are not of a level commensurate with that required for office procedures, students should take a third year of typing to improve speed, accuracy, and production techniques.

## XI. Evaluation

Evaluation is an integral part of any teaching-learning system. If the evaluation is to be effective, each student's progress must be measured against stated goals. At the same time, the resulting data from the evaluations should be used to modify the course to make it more effective.

Some examples of evaluation are:

1. Pretests to measure the level of the student's understanding as he enters the course

2. Self-evaluation to provide the student with immediate feedback

3. Frequent evaluations to assess the student's progress toward the assigned goals

4. End-of-unit or end-of-course evaluations to help determine the student's understanding of the goals

5. Learning-outcome evaluations to determine whether the programme is effective

6. Any other student evaluation to provide information for grades.

Evaluation should be planned in order to:

1. Provide information to the students about their progress

2. Provide information to the parents about their child's progress

3. Provide information to the teachers to enable them to plan and modify courses.

## XII. Resource Manuals

It is intended that this curriculum guide be complimented by Resource Manuals for each suggested course. Some of the ideas the Committee has for each Resource Manual include:

1. Additional course outlines and time allocations

2. Teaching strategies

3. Textbook changes

4. List of teacher references

5. List of audio-visual materials and resources

6. Suggested standards of achievement where applicable

7. Suggested methods of evaluation

8. Sources of materials (such as publishers, business firms, etc.)

9. Possible field trips, speakers, tours, etc.

10. Games, simulations, and case studies

11. Career paths, career clusters

These publications will be a joint undertaking of the Ministry of Education and the Business Education PSA. They will be put together from materials contributed by teachers throughout the province. They are to be published in loose-leaf form to enable additional materials to be inserted easily.

The resource manual suggestions, like the curriculum guide, are not intended to be prescriptive. They are prepared in order to help and guide teachers and promote professional creativity and judgement.

## XIII. Professional Resources

The following references are recommended reading. The first book was found to be of particular value.


A TEACHING-LEARNING SYSTEM FOR BUSINESS EDUCATION
E. L. Popham, A. F. Schrag, W. Blockhus — 1975 McGraw-Hill

PHILOSOPHY AND PSYCHOLOGY OF TEACHING TYPEWRITING
Second Edition
A. R. Russon, S. J. Wanous — 1973 Gage Ed. Publishing

METHODS OF TEACHING BOOKKEEPING-ACCOUNTING
Second Edition
L. D. Boynton — 1970 Gage Ed. Publishing

METHODS OF BASIC BUSINESS AND ECONOMIC EDUCATION
S. Daughtrey — 1974 Gage Ed. Publishing

METHODS OF TEACHING BUSINESS SUBJECTS
Third Edition
H. A. Tonne, E. L. Popham, M. H. Freeman — 1965 McGraw-Hill

METHODS OF TEACHING BUSINESS AND DISTRIBUTIVE EDUCATION
Third Edition
Harms, Stehr, Harris — 1972 Gage Ed. Publishing

TESTING AND EVALUATION IN BUSINESS EDUCATION
Third Edition
H. Hardaway 1966 South Western Pub.

PRINCIPLES OF BUSINESS EDUCATION
Fourth Edition
H. A. Tonne, L. C. Nanassy 1970 McGraw-Hill

NATIONAL BUSINESS EDUCATION ASSOCIATION YEARBOOKS

1971 Contributions of Research to Business Education

1972 Changing Methods of Teaching Business Subjects

1973 Relevance in the Education of Today's Business Student

1974 Effective Secretarial Education

1975 Foundations of Education for Business

1976 Business Education Yesterday, Today, and Tomorrow

# A C C O U N T I N G

By the end of this area of study the student will be able to:

| | |
|---|---|
| 1. Demonstrate skill in computation. | Computing |
| 2. Record numerical data in columns. | Recording |
| 3. Practice habits of neatness, accuracy, and legibility in written work. | Legibility |
| 4. Perform a variety of cross-checking operations. | Cross-checking |
| 5. Demonstrate skill in calculating:<br>(a) discounts (b) chain discounts<br>(c) extensions (d) ratios | Calculating |
| 6. Identify and use a variety of business papers for personal record keeping. | Personal business papers |
| 7. Identify and complete source documents:<br>(a) applications for credit (b) billing statements<br>(c) budget records (d) cheques<br>(e) deposit slips (f) employee records<br>(g) invoices (h) loan forms<br>(i) memos (j) receipts<br>(k) reconciliations (l) sales records<br>(m) withdrawal slips | Source documents |
| 8. Prepare business reports using a variety of visual presentations including flowcharting. | Business reports and graphs |
| 9. Spell, define, and use an accounting vocabulary. | Vocabulary |
| 10. Demonstrate basic business skills of:<br>(a) comparing (b) coding<br>(c) compiling (d) copying<br>(e) filing (f) indexing<br>(g) recording (h) sorting<br>(i) verifying | Basic skills |

11. Set up and use an imprest fund with vouchers and records. — Imprest fund

12. Handle cash and be aware of cash control systems: — Cash systems
    (a) cash records (b) cash registers
    (c) proof tapes (d) currency deposits
    (e) daily cash reports (f) making change

13. Use inventory systems: — Inventory systems
    (a) packing slips (b) receiving reports
    (c) shipping orders (d) bills of lading
    (e) freight bills (f) inventory control records

14. Use merchandising systems: — Merchandising systems
    (a) pricing of goods (b) invoicing
    (c) charge accounts (d) collection records and letters
    (e) sales reports (f) sales tax
    (g) telephone and mail orders

15. Use purchasing systems: — Purchasing systems
    (a) purchase requisitions (b) purchase orders
    (c) creditor accounts (d) back orders

16. Use payroll systems: — Payroll systems
    (a) time cards (b) earnings records
    (c) employee records (d) payroll summary
    (e) deductions (f) cheques
    (g) currency break-downs

17. Use single-entry bookkeeping systems. — Single-entry bookkeeping

18. Demonstrate an understanding of assets, liabilities, and owner's equity for interpreting change in financial position. — Accounting equation

19. Classify and code accounts. — Classifying and coding

20. Analyze transactions in terms of their effect on the accounting records. — Analyzing

21. Make entries in a variety of journal forms using the double-entry principle. — Journalizing
    (a) synoptic (b) specialized

| | |
|---|---|
| 22. Post from various journals to accounts. | Posting |
| 23. Prepare a trial balance. | Proof |
| 24. Locate and correct journalizing and posting errors. | Correcting |
| 25. Prove the accuracy of postings in control accounts and subsidiary ledgers. | Control accounts |
| 26. Prepare work sheets. | Work sheets |
| 27. Journalize and post adjusting and closing entries. | Adjusting and closing |
| 28. Prepare financial statements and management reports. | Financial reports |
| 29. Analyze financial statements and reports. | Analyzing |
| 30. Secure from the records information needed for provincial and federal reports and regulations. | Government |
| 31. Prepare a personal income tax return. | Income tax |
| 32. Demonstrate the use of a one-write system. | One-write system |
| 33. Demonstrate the use of a posting machine. | Posting machine |
| 34. Assess the effect of technology on accounting procedures.<br>(a) electronic accounting systems (b) telecommunications<br>(c) data centres (d) electronic checking systems | Technology |
| 35. Use generally accepted accounting principles. | GAAPS |
| 36. Understand the relationships in the accounting cycle. | Accounting cycle |
| 37. Illustrate the work flow in business systems. | Work flow |
| 38. Show how management uses accounting records to make decisions and form policies. | Policy |

39. Assess the basic differences in the structure of a single proprietorship, partnership, corporation, franchise, and co-operative.

Structure

40. Use accounting short cuts:
    (a) journalizing batch totals
    (b) journalless bookkeeping
    (c) ledgerless bookkeeping

Short cuts

41. Use a voucher system.

Voucher system

42. Discuss the Candian Tax System in terms of:
    (a) direct and indirect taxes
    (b) methods of accounting for income

Canadian tax system

43. Pursue selected studies in:
    (a) inventory evaluation
    (b) cost accounting
    (c) payroll accounting
    (d) resources accounting
    (e) reconstructions
    (f) budgeting and forecasting
    (g) partnership accounting
    (h) corporation accounting
    (i) consignments
    (j) deferred revenue accounting
    (k) departmental and branch accounting

Selected studies

# BUSINESS COMMUNICATIONS

By the end of this area of study the student will be able to:

| | | |
|---|---|---|
| 1. | Speak clearly and confidently:<br>(a) face to face (b) to a group<br>(c) using a telephone and microphone | Speaking skills |
| 2. | Understand the need for an appropriate level of language usage in:<br>(a) a sales role (b) a supervisory role<br>(c) a receptionist role (d) a social role | Level of usage |
| 3. | Demonstrate the effective use of the telephone:<br>(a) answering (b) placing calls<br>(c) taking messages (d) making appointments | Telephone |
| 4. | Give clear and concise instructions in both oral and written form:<br>(a) training others (b) job descriptions<br>(c) work procedures (d) letters and memos | Giving instructions |
| 5. | Receive and act upon instructions in both oral and written form:<br>(a) procedure manuals (b) job descriptions<br>(c) employee/employer situations | Reading and listening skills |
| 6. | Tactfully and diplomatically greet, introduce, and direct people. | Greeting people |
| 7. | Interpret and act upon incomplete and ambiguous instructions by:<br>(a) listening critically (b) asking relevant questions<br>(c) using decision-making skills | Interpreting |
| 8. | Spell, pronounce, and use a basic business vocabulary. | Vocabulary |
| 9. | Develop an awareness of the use of specialized vocabularies in various industries and occupations. | Specialized vocabularies |
| 10. | Understand the means of acquiring a specialized business vocabulary through:<br>(a) manuals (b) correspondence files<br>(c) plant tours (d) specialized dictionaries | Specialized vocabularies |

11. Read and interpret business communications such as:
    (a) telecommunications (b) business forms
    (c) management reports
    — Reading and interpreting

12. Use reference materials such as:
    (a) dictionary (b) Thesauras
    (c) secretary's handbook
    — Reference materials

13. Type from rough draft and dictated material using correct:
    (a) language structure (b) punctuation
    (c) spelling (d) style
    — Rough draft and dictation

14. Compose oral and written personal communications such as:
    (a) letters of application (b) thank you letters
    (c) personal data sheet (d) personal business letters
    — Composing

15. Compose oral and written business communications such as:
    (a) letters (b) reports
    (c) memoranda (d) speeches
    — Composing

16. Identify a variety of writing forms such as:
    (a) outlines (b) enumerations
    (c) summations (d) precis
    (e) abstracts
    — Writing forms

17. Accept the responsibility for neat and error-free work.
    — Responsibility

18. Demonstrate an awareness that business communications are an integral part of information systems.
    — Information systems

19. Understand how various media use business communications.
    — Media

20. Use visual communications:
    (a) graphics (b) transparencies
    (c) picture sets (d) bulletin boards
    (e) video displays
    — Visual communications

21. Perform proofreading and editing tasks.
    — Proofreading and editing

# C A R E E R  S K I L L S

By the end of this area of study the student will be able to:

| | |
|---|---|
| 1. Recognize that the business curriculum provides the background necessary for a wide variety of career opportunities. | Business curriculum |
| 2. Recognize that a business background provides a distinct advantage in attaining advanced placement in training or in business. | Business background |
| 3. Recognize levels of employment and the skills and education acceptable at these levels. | Levels of employment |
| 4. Recognize that training in business is transferable to a variety of occupations:<br>(a) accounting (b) secretarial<br>(c) management (d) clerical | Transfer |
| 5. Discuss short and long term career opportunities in a variety of segments of the community. | Opportunities |
| 6. Locate career opportunities in the community through the use of:<br>(a) employment agencies (b) catalogues<br>(c) publications (d) manpower offices<br>(e) newspapers | Search |
| 7. Demonstrate an understanding of aptitude and interest tests. | Testing |
| 8. Assess needs, interest, abilities, and aspirations in relation to possible career opportunities. | Assessment |
| 9. Develop and apply job-search techniques: | Job-search techniques |
| 10. Prepare a personal resumé or data sheet. | Data sheet |
| 11. Be aware of the factors that constitute a successful personal interview. | Interview |

| | |
|---|---|
| 12. Demonstrate an ability to present themselves in an acceptable manner for an employment interview. | Presentation |
| 13. Complete application forms and prepare letters of application. | Applications |
| 14. Analyze and assess employee benefits:<br>(a) Unemployment Insurance (b) Medical Insurance<br>(c) Group Insurance (d) Profit sharing<br>(e) Holiday Pay (f) Education credits<br>(g) Workers Compensation | Employee benefits |
| 15. Understand the importance of human relations as it applies to job satisfaction. | Human relations |
| 16. Prepare a career study in terms of:<br>(a) starting and potential earnings (b) technological change<br>(c) working conditions and fringe benefits<br>(d) promotional opportunities (e) qualifications<br>(f) career path (g) job cluster | Career study |
| 17. Recognize that a programme of continuous learning is required for development and advancement. | Continuous learning |
| 18. Appreciate the role that leisure plays in creating a balanced outlook and a satisfying life style. | Leisure |
| 19. Have the opportunity for work-study experience. | Work experience |
| 20. Cope successfully with increased job specialization and job mobility through a study of:<br>(a) success stories (b) decision-making skills<br>(c) leadership skills (d) technological trends<br>(e) efficiency and productivity | Specialization, mobility |
| 21. Realize that career plans may be changed through new knowledge, new skills, new interests, or new experiences. | Change |
| 22. Understand the variety and complexity of the jobs available in Canada. | Job availability |

23. Assess the requirements of self-employment.

24. Describe several programmes for preparation or retraining:
    (a) government
    (b) post secondary
    (c) continuing education
    (d) private business schools
    (e) on-the-job training

Self-employment

Training and retraining

# DATA PROCESSING

By the end of this area of study the student will be able to:

| | |
|---|---|
| 1. Demonstrate an understanding of the history of processing data. | History |
| 2. Correctly spell, define, and use vocabulary associated with data processing. | Vocabulary |
| 3. Understand and identify the basic principles of the four methods of processing data:<br>(a) manual (b) mechanical<br>(c) electro-mechanical (d) electronic | Methods |
| 4. Understand the function of data processing in:<br>(a) industry (b) education<br>(c) government (d) other institutions<br>(e) business | Function |
| 5. Understand basic manual data systems and be able to process data with:<br>(a) edge notched cards (b) carbon paper<br>(c) embossed plates (d) one-write system | Manual system |
| 6. Understand basic mechanical and electro-mechanical data systems. | Mechanical, electro-mechanical |
| 7. Understand basic electronic data systems and be able to process data with:<br>(a) programmable electronic calculator (b) electronic calculator<br>(c) word processor (d) computer | Electronic system |
| 8. Design and prepare source documents for input to data processing systems using:<br>(a) record planning and layout (b) classifying and coding<br>(c) batching | Source documents |
| 9. Demonstrate an awareness of and/or use a variety of input media and devices such as:<br>(a) cards and card readers (b) tapes and tape readers<br>(c) cathode ray tube terminals (d) teletypewriters<br>(e) optical scanners | Input media and devices |

| | |
|---|---|
| 10. Describe or demonstrate the ways in which a computer performs logic and arithmetic functions within the stored programme concept. | Stored programme concept |
| 11. Demonstrate an understanding of the nature of computer output:<br>(a) summaries (b) exception reports<br>(c) storage | Output |
| 12. Demonstrate an understanding of the flow of data in a variety of business systems:<br>(a) accounts receivable (b) accounts payable<br>(c) sales (d) purchasing<br>(e) payroll (f) inventory | Flow of data |
| 13. Demonstrate an ability to flowchart. | Flowcharting |
| 14. Demonstrate the skills of problem definition, analysis, problem solving, decision-making, synthesis, and the principles of logic. | Communication skills |
| 15. Demonstrate an understanding of the concepts of computer instruction:<br>(a) number, numeral (b) operation choice<br>(c) definition, syntax (d) subroutines<br>(e) arrays (f) lists<br>(g) number systems | Computer instruction |
| 16. Identify and describe storage systems:<br>(a) computer storage (b) peripheral storage<br>(c) time-sharing concept | Storage |
| 17. Demonstrate an ability to define, write and run computer programmes using a recognized programming language. | Programming |
| 18. Demonstrate an awareness of the types of data accumulated for reporting purposes in business and government. | Reporting |
| 19. Demonstrate an awareness of the sociological implication of computers and assess the impact of computers on society. | Sociological impact |

| | |
|---|---|
| 20. Demonstrate sufficient background in data processing which will allow progress in the field of data processing. | Careers |
| 21. Demonstrate an awareness of the job roles within data processing systems. | Careers |
| 22. Design and prepare formatted computer output. | Output |
| 23. Demonstrate an understanding of the methods of preventing misuse of data processing systems:<br>(a) protection of private information (b) unauthorized uses<br>(c) theft of information | Misuse |

# E C O N O M I C S

By the end of this area of study the student will be able to:

1. Develop an understanding of the nature of man as:
   (a) a consumer (b) a worker
   (c) an entrepreneur

   Nature of man

2. Develop an understanding that economic systems have evolved from man attempting to fulfil his needs, wants, and desires.

   Needs, wants, and desires

3. Discuss the freedoms, restrictions, individual choices, and reponsibilities in an economic system.

   Freedoms and responsibilites

4. Identify characteristics of our economic system:
   (a) capitalism (b) communism
   (c) socialism (d) militarism
   (e) facism (f) nationalism

   Systems overview

5. Understand the basic differences in the organization and structure of:
   (a) single proprietorships (b) partnerships
   (c) corporations (d) franchises
   (e) co-operatives (f) societies

   Business organization

6. Prepare a personal budget and analyze it in terms of:
   (a) standard expenditure proportions (b) forms of personal income
   (c) opportunity costs (d) savings
   (e) debt management

   Personal budget

7. Analyze personal expenditures and shifts as a result of income changes in areas of:
   (a) consumer non-durables (b) consumer durables
   (c) consumer services

   Personal expenditures

8. Analyze a personal budget and compare it with business and government budgets to understand the inter-relationships.

   Budget comparisons

| | |
|---|---|
| 9. Understand how consumers' demand for goods and services affects costs, prices, and profits which determine the use of the economy's resources. | Consumer demand |
| 10. Critically analyze advertisements in terms of disassociating the product to be sold (the object, the attitude, the dogma, etc.) from the ideas and images surrounding it. | Advertisements |
| 11. Understand the role of advertising in our economy. | Role of advertising |
| 12. Develop consumer awareness through knowledge of:<br>(a) the agencies that service and protect the consumer<br>(b) intelligent buying<br>(c) the need to report unethical sales practices to the appropriate agency | Consumer awareness |
| 13. Understand the nature and role of money and the importance of the monetary system in our economy. | Monetary system |
| 14. Understand the advantages and disadvantages of the Canadian system of chartered banking including facilities and services provided. | Chartered banking |
| 15. Understand and compare the facilities and services provided by other savings institutions.<br>(a) credit unions (b) trust companies<br>(c) government agencies (d) co-operatives<br>(e) insurance companies (f) mortgage companies<br>(g) consumer credit companies | Savings institutions |
| 16. Understand the stock and bond markets as a means of:<br>(a) facilitating the generation of new investment<br>(b) transfering ownership of equity<br>(c) debt financing | Stock and bond markets |
| 17. Develop an awareness of the relationship between the psychological, political, and economic factors on the trend of stock and bond prices. | Stock and bond prices |

| | |
|---|---|
| 18. Understand the role of the consumer as a borrower and the role of credit in the economic system. | Borrowing |
| 19. Understand the nature and role of various forms of collateral. | Collateral |
| 20. Demonstrate skill in calculating the actual dollar costs of various credit forms. | Calculating |
| 21. Analyze the differences in various services and costs of credit-granting institutions. | Services and costs |
| 22. Understand credit ratings:<br>(a) establishing (b) reporting<br>(c) accessing (d) maintaining<br>(e) security | Credit ratings |
| 23. Understand the nature of economic risks and the concept of sharing economic losses through insurance protection. | Insurance |
| 24. Demonstrate an awareness of the benefits to be derived from government insurance plans and relate these benefits to total insurance needs:<br>(a) Canada Pension Plan (b) Unemployment Insurance<br>(c) Workers Compensation (d) other Government plans | Government insurance plans |
| 25. Understand that a sound, personal financial-management programme should include protection against economic risks, and provisions for leisure and retirement activities. | Personal financial-management |
| 26. Determine the advantages and disadvantages of owning or renting a residence. | Owning and renting |
| 27. Discuss tax systems that:<br>(a) attempt to be fair to all taxpayers<br>(b) provide a stable income for the government<br>(c) are easy to collect | Tax systems |

| | | |
|---|---|---|
| 32 28. | Recognize that public services are paid for by direct and indirect taxes:<br>(a) communications (b) defense<br>(c) hospitals (d) pensions<br>(e) roads (f) welfare<br>(g) education | Government services |
| 29. | Identify and compare direct and indirect taxes at various levels of government. | Direct and indirect taxes |
| 30. | Correctly spell, define, and use common economic and business terms. | Vocabulary |
| 31. | Discuss news reports which affect economics. | Current affairs |
| 32. | Demonstrate a knowledge of the evolution of the trade union movement and the organizational structure of labour unions in Canada. | Trade unions |
| 33. | Identify and explain the role of unions in the economy. | Role of unions |
| 34. | Identify and explain the techniques that unions and management employ to achieve agreement. | Techniques |
| 35. | Recognize that business needs resources and effective organization to produce goods and services. | Resources |
| 36. | Demonstrate a knowledge of how alternative and competing resources of land, labour, and capital are allocated and distributed in the Canadian economy. | Allocation and distribution |
| 37. | Demonstrate an awareness of the interaction of supply and demand forces. | Supply and demand |
| 38. | Demonstrate an understanding of the role and meaning of competition. | Competition |
| 39. | Discuss how markets and prices function in competitive and non-competitive situations. | Competitive and non-competitive situations |

| | |
|---|---|
| 40. Demonstrate an understanding of the nature and role of profits. | Profits |
| 41. Acquire an understanding of international economic relations including:<br>(a) world trade (b) foreign investment<br>(c) balance of payments (d) aid to other nations | International economics |
| 42. Understand that two economic objectives are:<br>(a) stability (b) improvement of conditions | Economic objectives |
| 43. Demonstrate a familiarity with economic indicators:<br>(a) Gross National Product (b) National Income<br>(c) Consumer Price Index (d) Per Capita Income<br>(e) Gross National Expenditure | Statistics |
| 44. Demonstrate an awareness of how government policies affect stability. | Stability |
| 45. Discuss the characteristics of levels of economic activity:<br>(a) inflation (b) recession<br>(c) depression (d) boom<br>(e) stagflation | Levels of activity |
| 46. Demonstrate an understanding of the relationship of wages, productivity, and profits. | Wages, productivity, and profits |
| 47. Discuss federal and provincial governmental actions to increase economic security:<br>(a) agriculture subsidies (b) Canada Council Grants<br>(c) Regional Development grants (d) quotas<br>(e) tariffs | Economic security |
| 48. Apply economic theory to current events. | Current events |
| 49. Develop a realization of the importance of the person who works to produce goods or services. | Worker |

50. Develop a realization of the importance of the person who risks capital to produce goods or services.

51. Develop an understanding for the problems of:
(a) labour
(b) management
(c) industry
(d) agriculture
(e) government

52. Develop a desire to become an informed and involved voter and citizen.





Risk capital

Economic problems

Citizenship

# I N F O R M A T I O N  S Y S T E M S

By the end of this area of study the student will be able to:

1. **Understand the importance of a fast, efficient flow of accurate information.**

   Flow of information

2. **Understand the flow of data in a personal records system:**
   (a) budgeting
   (b) banking
   (c) inventory

   Personal records

3. **Understand the flow of data in a variety of systems:**
   (a) accounts receivable
   (b) accounts payable
   (c) payroll
   (d) sales
   (e) cash payments
   (f) cash receipts
   (g) purchases
   (h) inventory

   Business and governmental systems

4. **Analyze an operational structure through:**
   (a) work flow
   (b) work measurement
   (c) controls
   (d) records management
   (e) scheduling
   (f) layout
   (g) charts
   (h) organization structure
   (i) forms design

   Operational structure

5. **Analyze the effect of technology on management in:**
   (a) word processing
   (b) reprographics
   (c) graphic arts
   (d) data processing
   (e) telecommunications

   Technology

6. **Assess how the information flow is affected by:**
   (a) filing
   (b) retrieval
   (c) microfilming
   (d) retention programming
   (e) historical documentation

   Information flow

7. **Recognize the impact of computers on the flow of information:**
   (a) initiating
   (b) analyzing
   (c) storing
   (d) retrieving
   (e) reporting

   Computers

8. Understand the need for having controls on all systems functioning in a business:
   (a) auditing (b) security
   (c) ageing (d) standards

9. Understand information distribution systems:
   (a) courier system (b) internal mail system
   (c) direct mail system (d) public mail system
   (e) wire system

10. Understand the role of records management:
   (a) filing (b) storing
   (c) retrieving (d) ageing
   (e) historical documentation (f) destruction
   (g) security

11. Understand the function of a variety of filing methods:
   (a) alphabetic (b) numerical
   (c) geographic (d) colour coding
   (e) cross referencing (e) direct or random access

12. Recognize filing devices:
   (a) drum files (b) drawer files
   (c) lateral files (d) microfilm
   (e) electronic files

13. Use a variety of resources such as:
   (a) dictionary (b) telephone directory
   (c) city directory (d) company manuals
   (e) secretarial handbooks (f) newspapers
   (g) magazines (h) maps
   (i) timetables (j) electronic storage

14. Understand the process of transcribing in centralized and decentralized systems.



Controls

Information distribution systems

Records management

Filing methods

Filing devices

Resources

Transcribing

15. Identify machines and media used for transmitting information:
    (a) telephone
    (b) intercom
    (c) teletype
    (d) newspaper
    (e) minutes
    (f) notices
    (g) memoranda
    (h) letters
    (i) flyers
    (j) posters
    (k) magazines
    (l) television
    (m) radio
    (n) recordings

Machines and media

16. Select the most suitable process and materials for duplicating materials:
    (a) spirit
    (b) stencil
    (c) offset
    (d) photocopier

Duplicating

17. Identify equipment used in the telecommuncations process:
    (a) video phone
    (b) switchboard
    (c) telex
    (d) data phone
    (f) cathode ray tube

Telecommunications equipment

18. Spell, pronounce, and use the vocabulary associated with information systems.

Vocabulary

# L A W

By the end of this area of study the student will be able to:

| | | |
|---|---|---|
| 1. | Demonstrate a better understanding of law and constituted authority. | Respect for law |
| 2. | Demonstrate an understanding of the function of law:<br>(a) safeguarding civil rights (b) preserving order<br>(c) facilitating social reform | Function of law |
| 3. | Show an awareness of civil rights legislation in areas of:<br>(a) employment (b) human rights<br>(c) discrimination (d) responsibilities | Civil rights |
| 4. | Demonstrate an understanding of the form and essentials of contractual obligations which will enable the student to avoid common legal difficulties. | Contract Law |
| 5. | Show an awareness of the rights and obligations of the signing parties to negotiable instruments such as:<br>(a) cheques (b) promissory notes | Negotiable instruments |
| 6. | Apply an understanding of creditors' rights and consumer protection legislation including:<br>(a) statutes and regulations (b) bailment<br>(c) credit documents (d) credit procedures | Creditor's rights and consumer protection |
| 7. | Show an awareness of the rights, responsibilities, and privileges of being a citizen in Canada and be aware of the process of acquiring or losing that citizenship. | Citizenship |
| 8. | Demonstrate an awareness of legislation dealing with juveniles. | Juveniles |
| 9. | Develop an understanding of the rights of and protection for persons with limited capacity. | Limited capacity |
| 10. | Demonstrate an understanding of laws for personal financial security such as:<br>(a) insurance (b) wills<br>(c) trusts (d) registrations | Personal financial security |

| | |
|---|---|
| 11. Identify the processes available for initiating and participating in legal change. | Legal change |
| 12. Recognize when legal assistance is required and where assistance can be obtained. | Legal assistance |
| 13. Identify the roles of participants in the judicial system such as:<br>(a) plaintiff (b) defendant<br>(c) accused (d) police<br>(e) prosecutor (f) legal counsel<br>(g) judge (h) jury<br>(i) court officers (j) citizen | Judiciary |
| 14. Show an awareness of civil and criminal proceedings. | Proceedings |
| 15. Use the technical vocabulary necessary to understand and apply the law in personal, civic, and business affairs. | Vocabulary |
| 16. Recognize the legal implications of situations as they arise. | Legal situations |
| 17. Demonstrate an awareness of torts in disputes between individuals:<br>(a) liability of minors (b) libel<br>(c) slander (d) trespass<br>(e) nuisance (f) negligence | Torts |
| 18. Demonstrate an understanding that most differences are settled out of court. | Out-of-court settlements |
| 19. Demonstrate an understanding of the legal aspects of ownership, leasing, and transfer of real property. | Owning and renting |
| 20. Demonstrate a knowledge of the law dealing with personal property:<br>(a) sales of goods (b) conditional sales<br>(c) chattel mortgages | Personal property |
| 21. Demonstrate a knowledge of the Motor Vehicle Act. | Motor Vehicle Act |

22. Demonstrate a knowledge of the rights and responsibilities of persons in organization under the:
    (a) Corporation Act
    (b) Partnership Act
    (c) Societies Act
    (d) Bankruptcy Act
    (e) Credit Union Act

Organizations

23. Demonstrate an awareness of family and divorce law.

Family and divorce law

24. Demonstrate an awareness of the legal rights and responsibilities pertaining to women.

Womens' rights

25. Describe the development of the Canadian legal system from common law.

Common law

26. Explain the development of statute law through the legislative process.

Statute law

27. Show an acquaintanceship with the basic organization, jurisdiction, and function of the courts such as:
    (a) Provincial including Family and Juvenile
    (b) Small Claims
    (c) County
    (d) B. C. Supreme Court, trial and appeals division
    (e) Supreme Court of Canada

Court system

28. Demonstrate an understanding of laws pertaining to employment:
    (a) agency
    (b) employer/employee
    (c) labour unions
    (d) labour relations
    (e) collective agreements

Employment

29. Show an awareness of laws pertaining to native rights and special groups.

Aboriginal rights and special groups

| | |
|---|---|
| 30. Demonstrate an understanding of the legal protection available to inventors, composers, and authors through:<br>(a) patents (b) copyrights | Patents and copyrights |
| 31. Develop an awareness of the sociological implications of current legal decisions and discussions. | Current affairs |
| 32. Demonstrate an understanding of the differences in legal systems in foreign countries. | Foreign countries |
| 33. Demonstrate an awareness of international law and agreements. | International Law |

# MACHINE CALCULATIONS AND PROCEDURES

By the end of this area of study the student will be able to:

| | | |
|---|---|---|
| 1. | Calculate using the basic arithmetic functions of addition, subtraction, multiplication, and division efficiently on a variety of business machines. | Arithmetic functions |
| 2. | Understand the importance of personal and business math skills and concepts in our society. | Skills and concepts |
| 3. | Understand the importance of calculating machines in our society. | Society |
| 4. | Understand the consequences of error in calculations. | Errors |
| 5. | Practice habits of neatness, accuracy, and legibility. | Neatness, accuracy |
| 6. | Understand the importance of calculating machines as they relate to studies in business subjects:<br>(a) accounting (b) data processing<br>(c) office procedures | Business subjects |
| 7. | Correctly spell, define, and use vocabulary associated with calculating machines and procedures. | Vocabulary |
| 8. | Calculate using whole numbers, decimal numbers, and fractions. | Numbers |
| 9. | Demonstrate the ability to check the validity of solutions by:<br>(a) repeating the procedure (b) estimating the answer<br>(c) using a different method | Validity |
| 10. | Demonstrate skill and confidence in the use of business machines:<br>(a) pocket calculators (b) electronic printing calculators<br>(c) programmable calculators (d) electronic display calculators<br>(e) electronic cash registers (f) electronic posting machines | Machine skills |
| 11. | Demonstrate and use the specialized functions of a variety of business machines. | Specialized functions |

12. Read arithmetical symbols in common formulae and translate them for solution on a variety of business machines. — Symbols and formulae

13. Translate word problems into mathematical equations or formulae. — Equations

14. Apply business machine skills to a variety of business problems: — Business problems
    (a) sales
    (b) accounting
    (c) production
    (d) auditing
    (e) transportation
    (f) analysis of statements

15. Use the British and Metric systems of weights and measures. — Weights and measures

16. Develop an appreciation for a variety of historical systems and symbols: — Historical systems
    (a) slide rule
    (b) abacus
    (c) tallies and tally sticks
    (d) Napier's Bones
    (e) comptometer

17. Demonstrate an ability to use mathematical shortcuts and rapid calculations. — Shortcuts and rapid calculations

18. Recognize, analyze, and construct a variety of tables, charts, and graphs. — Tables, charts, graphs

19. Interpret a variety of statistical information derived from business machines. — Statistics

20. Demonstrate procedures used in solving problems in consumer buying: — Consumer buying
    (a) computing unit and quantity pricing
    (b) comparing prices
    (c) averages

21. Demonstrate procedures used in solving problems in banking: — Banking
    (a) depositing money
    (b) account balances
    (c) bank reconciliations
    (d) interest calculations

22. Demonstrate procedures used in solving problems in calculating wages and income:
    (a) straight-time pay
    (b) overtime pay
    (c) piece rate
    (d) income deductions
    (e) net pay
    (f) commissions
    (g) budget allocations

Wages and income

23. Demonstrate procedures used in solving problems in instalment loans:
    (a) principal
    (b) interest
    (c) finance charges
    (d) instalment payments
    (e) annual percentage rates

Installment loans

24. Demonstrate procedures used in solving problems in investments:
    (a) market prices
    (b) brokerage fee
    (c) bond income
    (d) rate of income
    (e) capital gains
    (f) dividends

Investments

25. Demonstrate procedures used in solving problems in insurance:
    (a) premium rates
    (b) policy refunds
    (c) co-insurance
    (d) settlements

Insurance

26. Demonstrate procedures used in solving problems in real estate:
    (a) annual net income
    (b) rental charges
    (c) cash investment
    (d) rate of income on investment

Real estate

27. Demonstrate procedures used in calculating municipal taxes.

Municipal taxes

28. Demonstrate procedures used in calculating taxable income and income tax.

Taxable income, income tax

29. Demonstrate procedures used in solving problems in automobile ownership:
    (a) depreciation
    (b) operating costs

Automobile ownership

30. Demonstrate procedures used in solving problems in travel:
    (a) comparative costs and time
    (b) timetables
    (c) average speed

Travel

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| 31. Demonstrate procedures used in solving problems in shipping goods:<br>(a) parcel post (b) express<br>(c) freight | Shipping goods |
| 32. Demonstrate procedures used in solving problems in business ownership:<br>(a) income distribution (b) rate of dividend<br>(c) net worth (d) net sales<br>(e) gross profit (f) cost of goods sold<br>(g) net income/loss (h) percentage analysis | Business ownership |
| 33. Demonstrate procedures used in solving problems in retail buying:<br>(a) trade discounts (b) chain discounts<br>(c) cash discounts (d) date of payment<br>(e) extensions (f) total cost of purchase | Retail buying |
| 34. Demonstrate procedures used in solving problems in retail selling:<br>(a) percent increase or decrease (b) rate of discount<br>(c) selling price (d) mark up<br>(e) discounts (f) net sales | Retail selling |
| 35. Demonstrate procedures used in solving problems in wholesaling:<br>(a) checking invoices (b) net proceeds of sales<br>(c) gross cost of purchases | Wholesaling |
| 36. Demonstrate procedures used in solving problems in manufacturing:<br>(a) factory costs (b) depreciation<br>(c) overhead distribution (d) gross and net profit<br>(e) quality control | Manufacturing |
| 37. Demonstrate procedures used in solving problems in home ownership:<br>(a) ownership costs (b) amortization<br>(c) interest and principal of mortgages (d) utility costs | Home ownership |
| 38. Demonstrate procedures used in solving problems in measurement:<br>(a) linear (b) area<br>(c) volume (d) actual measurement | Measurement |

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| 39. Demonstrate procedures used in solving problems in foresty:<br>(a) board footage (b) scaling<br>(c) linear measurement | Forestry |
| 40. Demonstrate procedures used in solving problems in mining:<br>(a) tonnage (b) percentage concentrates<br>(c) inclines, planes, pulleys, levers | Mining |
| 41. Demonstrate procedures used in solving problems in agriculture:<br>(a) acreage yields (b) economic units<br>(c) distribution (d) weights and grades | Agriculture |
| 42. Demonstrate procedures used in solving problems in fishing:<br>(a) weigh scales (b) equipment stress | Fishing |
| 43. Demonstrate procedures used in credit control:<br>(a) rejection percentage (b) trends in credit accounts<br>(c) changes in credit sales volume (d) ratio of credit sales to total sales<br>(e) change in accounts receivable outstanding | Credit control |
| 44. Compute provincial and federal sales taxes. | Sales tax |
| 45. Demonstrate procedures used in sales transactions:<br>(a) cash register receipts (b) sales slips<br>(c) unit prices (d) quantity prices<br>(e) fractional quantities (f) weights<br>(g) counting change (h) balancing records | Sales |
| 46. Demonstrate procedures used in purchase charges:<br>(a) trade discounts (b) cash discounts<br>(c) transportation charges | Purchase charges |
| 47. Recognize and identify a variety of business forms and complete these forms using recognized business procedures. | Business forms |
| 48. Demonstrate an understanding of records management as it applies to the care and control of source documents and other statistical information. | Records management |

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| 49. Recognize responsibility in areas of:<br>(a) reporting machines requiring repairs (b) care of equipment | Responsibility |
| 50. Demonstrate a touch skill on a variety of business machines using recommended procedures. | Touch skill |
| 51. Demonstrate an awareness of the role of business machines in a variety of careers:<br>(a) clerks (b) cashiers<br>(c) estimators (d) engineers<br>(e) purchasing agents (f) customer service personnel | Careers |
| 52. Solve problems in logical sequence and be able to program these steps on a variety of business machines. | Logical sequence |
| 53. Recognize common flowcharting symbols in order to interpret and construct flowcharts. | Flowcharting |

# M A R K E T I N G  A N D  D I S T R I B U T I O N

By the end of this area of study the student will be able to:

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| 1. Demonstrate a general knowledge of the characteristics of Canada's population and how it is organized for a study of markets:<br>(a) local (b) regional<br>(c) provincial (d) national | Marketplace |
| 2. Demonstrate a knowledge of the Canadian Market and its relationship to World Markets:<br>(a) American (b) North American<br>(c) European (d) Pacific Rim | World markets |
| 3. Demonstrate a historical understanding of the evolution of marketing:<br>(a) barter (b) discovery of the East<br>(c) medieval centers of business (d) mercantilism<br>(e) early Canadian entrepreneurship | History |
| 4. Develop diagrams to aid in the study of the functions of marketing including:<br>(a) place (b) product<br>(c) promotion (d) price | Functions |
| 5. Identify and show the inter-relationships of marketing with other sectors of the economy. | Inter-relationships |
| 6. Understand the services provided to consumers by retailers, wholesalers, and manufacturers:<br>(a) labelling (b) guarantees<br>(c) warranties (d) credit<br>(e) quality control (f) transportation<br>(g) warehousing | Services |
| 7. Understand the voluntary control of marketing practices through:<br>(a) manufacturer's codes (b) advertising codes<br>(c) trade associations (d) Chambers of Commerce | Marketing practices |

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| 8. Understand the impact of consumer groups and government agencies on marketing practices. | Consumer legislation |
| 9. Understand the factors that make up consumer motivation and behaviour:<br>(a) basic and acquired needs (b) consumer values | Consumer motivation |
| 10. Prepare and undertake market research:<br>(a) locating and selecting appropriate sources of primary and secondary data<br>(b) preparing samples and schedules<br>(c) editing, tabulating, analyzing and interpreting the information in a written report | Market research |
| 11. Demonstrate a knowledge of retailing:<br>(a) ethics (b) stock control<br>(c) buying (d) pricing techniques<br>(e) sales promotion (f) display<br>(g) layout (h) location<br>(i) delivery | Retailing |
| 12. Demonstrate a knowledge of product planning:<br>(a) target areas (b) market mix<br>(c) branding (d) packaging<br>(e) product mix (f) price | Product planning |
| 13. Demonstrate an understanding of the distribution of goods by:<br>(a) manufacturers (b) jobbers<br>(c) wholesalers (d) manufacturer's agents | Channels of distribution |
| 14. Understand the place of institutions in the channels of distribution:<br>(a) banks (b) credit bureaus<br>(c) customs brokers (d) factors<br>(e) carriers (f) agents<br>(g) freight forwarders | Institution services |
| 15. Exhibit the desirable qualities and personal factors that contribute to a successful salesperson. | Salesperson qualities |

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| 16. Perform an evaluation of self and others in terms of a sales personality. | Evaluation |
| 17. Develop and present a sales presentation. | Sales presentation |
| 18. Use current merchandising literature. | Merchandising literature |
| 19. Discuss the advantages and disadvantages of various types of advertising media. | Advertising and media |
| 20. Create effective advertising in a variety of media:<br>(a) radio (b) television<br>(c) newspapers (d) billboards<br>(e) magazines (f) direct mailings | Creating advertising |
| 21. Produce an advertising programme taking into account:<br>(a) market analysis (b) types of advertising<br>(c) advertising media (d) relative costs | Advertising programme |
| 22. Understand the role played by advertising in the economy:<br>(a) creating large markets (b) affecting prices<br>(c) permitting mass production (d) providing profits | Role of advertising |
| 23. Spell, define, and use a marketing vocabulary. | Vocabulary |
| 24. Perform marketing mathematics:<br>(a) currency conversion (b) pricing<br>(c) tariff (d) taxe<br>(e) discount (f) mark-up and mark-down | Marketing mathematics |
| 25. Demonstrate effective oral and written communications as applied to marketing. | Communications |
| 26. Examine careers in marketing and distribution related areas. | Careers |

# OFFICE PROCEDURES

By the end of this area of study the student will be able to:

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| 1. | Type with speed and accuracy. | Speed and accuracy |
| 2. | Use a variety of machines requiring key-boarding skills:<br>(a) telex (b) computer terminal<br>(c) word processor (d) posting machine<br>(e) composer (f) keypunch | Keyboarding skills |
| 3. | Use reference materials such as:<br>(a) dictionary (b) handbooks and manuals<br>(c) directories | Reference materials |
| 4. | Use decision-making skills such as:<br>(a) assigning priorities (b) estimating lead time<br>(c) scheduling (d) determining supplies use<br>(e) retrieving information (f) gathering data<br>(g) organizing work loads | Decision-making skills |
| 5. | Recognize the need for flexibility in adapting to change in technology. | Flexibility |
| 6. | Recognize the need for flexibility in adapting to supervisory styles:<br>(a) direct control (b) delegated authority<br>(c) collegial decision making (d) self-directed | Supervisory styles |
| 7. | Understand that many positions involve varying degrees of initiative and responsibility. | Initiative |
| 8. | Determine personal needs and match with rewards and benefits of various positions. | Needs and rewards |
| 9. | Spell, pronounce, and use a basic business vocabulary. | Vocabulary |
| 10. | Demonstrate the routines of keeping a daily appointment book and of scheduling and cancelling appointments. | Scheduling |
| 11. | Demonstrate the relationship between quality and use of office supplies and products. | Quality of supplies |

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| 12. | Identify and demonstrate the correct use of office supplies and products. | Use of supplies |
| 13. | Understand the importance of correct storage of supplies and maintenance of equipment. | Storage of supplies |
| 14. | Appreciate that personal attitudes and characteristics can affect the efficient operation of an organization. | Attitudes |
| 15. | Use techniques of work simplification:<br>(a) work station layout (b) flowcharting<br>(c) method study (d) models and simulations | Work simplification |
| 16. | Recognize the need for conservation of supplies. | Conservation |
| 17. | Recognize the need for efficient use of time. | Efficiency |
| 18. | Select the most suitable process and materials for duplicating:<br>(a) spirit (b) stencil<br>(c) offset (d) photocopy | Duplicating |
| 19. | Demonstrate the preparation of:<br>(a) spirit masters (b) stencils<br>(b) offset masters (d) camera ready copy | Master preparation |
| 20. | Demonstrate the duplication of materials on:<br>(a) a spirit duplicator (b) a stencil duplicator<br>(c) an offset duplicator (d) a photocopier | Duplicating equipment |
| 21. | Evaluate the results of work in terms of:<br>(a) usability of copy (b) operation of equipment<br>(c) use of work areas | Evaluate results |
| 22. | Plan and arrange rough draft material for duplication:<br>(a) handwritten work (b) artwork<br>(c) typewritten work | Planning rough drafts |
| 23. | Duplicate copy developed from rough draft on various stocks and sizes of paper:<br>(a) postal cards (b) half sheets<br>(c) programmes (d) custom-cut sizes | Stocks and sizes |

24. Handle outgoing mail:

(a) attaching or enclosing materials
(b) folding letters
(c) inserting letters in envelopes
(d) sealing envelopes
(e) addressing letters and packages
(f) stamping envelopes
(g) delivering
(h) wrapping and tying packages
(i) calculating postal rates
(j) purchasing postage
(k) registering or certifying mail
(l) bulk mailing
(m) tracing mail
(n) recalling mail

Outgoing mail

25. Handle incoming mail:

(a) opening and recording
(b) signing for registered mail
(c) collecting
(d) date-stamping
(e) sorting
(f) forwarding and distributing
(g) sorting for priority
(h) reading and making notes
(i) attaching pertinent correspondence

Incoming mail

26. Handle inter-office mail:

(a) stamping
(b) distribution
(c) collection

Inter-office mail

27. Sort, collate, code, index, and file materials by:

(a) topic or subject
(b) name
(c) number
(d) colour
(e) geographic region

Filing

28. Use filing procedures:

(a) retrieving materials
(b) transferring records
(c) cross-referencing files
(d) checking-out files
(e) keeping clipping and tickler files
(f) control and management

Filing procedures

29. Use a variety of filing devices:

(a) drum file
(b) lateral file
(c) drawer file
(d) card file
(e) microfilm
(f) electronic file

Filing devices

30. Use a telephone effectively:

(a) answering
(b) transferring
(c) placing calls
(d) placing long distance calls
(e) screening

Telephone

31. Understand the characteristics necessary to develop a telephone personality.

Telephone personality

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| 32. Understand the effect of time zones on telecommunication services. | Time zones |
| 33. Prepare telegrams. | Telegrams |
| 34. Transcribe in acceptable form materials recorded on a transcribing machine. | Transcribing |
| 35. Demonstrate transcription skills such as:<br>(a) typing from dictation (b) listening in thought phrases<br>(c) typing in thought phrases (d) comprehension | Transcription skills |
| 36. Demonstrate an awareness of a variety of transcribing equipment.<br>(a) belt (b) tape<br>(c) disc | Transcribing equipment |
| 37. Use dictating-recording equipment. | Dictating |
| 38. Handle cash and be aware of cash control systems:<br>(a) petty cash (b) change funds<br>(c) bank deposits (d) endorsements<br>(e) bank reconciliations (f) cash records<br>(g) cheque writing (h) receipts | Cash control systems |
| 39. Demonstrate a skill on calculating machines such as:<br>(a) electronic display (b) electronic printing calculator | Calculating machines |
| 40. Prepare reports such as:<br>(a) expense accounts (b) budgets<br>(c) statements (d) sales report | Reports |
| 41. Prepare an itinerary using:<br>(a) timetables (b) maps<br>(c) travel agencies (d) hotel/motel ratings | Itinerary |
| 42. Study career paths in clerical and stenographic occupations. | Career paths |
| 43. Pursue selected studies:<br>(a) medical stenography (b) legal stenography<br>(c) librarianship | Selected studies |

# ORGANIZATION AND MANAGEMENT

By the end of this area of study the student will be able to:

1. Demonstrate an awareness of the functions of management: — Functions of management
   (a) planning (b) organizing
   (c) directing (d) co-ordinating
   (e) controlling

2. Demonstrate an awareness of the functions of a business organization: — Functions
   (a) production (b) sales
   (c) control

3. Show an appreciation of the development of the Canadian business community: — Development of Canadian system
   (a) freedom of enterprise (b) profits
   (c) government controls (d) government ownership
   (e) non profit activities of business

4. Discuss the sectors of the Canadian business community: — Sectors of Canadian system
   (a) primary (b) secondary
   (c) tertiary (d) distributive
   (e) financial (f) services

5. Show the relationship of business management to business organization: — Relationships
   (a) proprietorships (b) partnerships
   (c) corporations (d) co-operatives
   (e) crown enterprises (f) societies

6. Discuss ways in which a business establishes policies. — Policies

7. Recognize how some individuals have influenced business management: — Business managers
   (a) Dr. Pauline Jewett (b) Dr. Lillian Gilbreth
   (c) Mary G. Hopper (d) Lord Thompson
   (e) J. K. Galbraith (f) H. Ford

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| 8. Understand the classification of personnel in a business organization:<br>(a) directors (b) officers<br>(c) supervisors (d) managers<br>(e) staff | Personnel |
| 10. Develop a simple organization model and show the inter-relationship between a variety of structures:<br>(a) unions (b) government agencies<br>(c) management (d) public | Organization model |
| 11. Develop an organization chart showing:<br>(a) line-staff relationships (b) line authority<br>(c) functional organization (d) responsibility centres | Organization chart |
| 12. Discuss the importance of communication among individuals in organizations. | Communication |
| 13. Describe several organization philosophies:<br>(a) profit center (authority center) (b) task force | Philosophy |
| 14. Discuss the influence of government regulations and legislation on business organization and practice:<br>(a) zoning (b) licensing<br>(c) codes (d) taxation<br>(e) incentives | Government |
| 15. Discuss possible improvements in relationships between government, union, business, and consumer groups. | Business relationships |
| 16. Demonstrate an awareness of the relationship between organization objectives and the planning functions:<br>(a) quotas (b) cost cutting<br>(c) new products (d) budgeting | Objectives and planning |
| 17. Discuss how the organization objectives affect policies, procedures, and strategies. | Objectives |
| 18. Understand the importance of continuous evaluation of objectives. | Evaluation |
| 19. Analyze the process of estimating manpower needs and developing recruitment programmes. | Manpower needs |

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| 20. Examine procedures used to screen and select applicants. | Screening and selecting |
| 21. Examine orientation methods for employees and discuss employee performance criteria. | Orientation |
| 22. Discuss several training programmes sponsored or conducted by business and government. | Training programmes |
| 23. Discuss the policies for discharging, transferring, and promoting employees. | Personnel policies |
| 24. Discuss motivation and group pressures which influence employee morale. | Morale |
| 25. Demonstrate an awareness of the need for overall personnel policies. | Personnel policies |
| 26. Discuss grievance procedures and the responsibilities of management and labour. | Grievance procedures |
| 27. Discuss major labour legislation as it affects the personnel function. | Labour legislation |
| 28. Discuss the advantages and disadvantages of different types of financial institutions. | Financial institutions |
| 29. Analyze the different methods of raising capital for a business venture. | Capital |
| 30. Distinguish between types of business budgets<br>(a) short-range (b) long-range<br>(c) cost (d) sales | Budgets |
| 31. Discuss the inter-relationship of forecasting, budgeting, preparation of financial statements, and cash flow. | Inter-relationships |
| 32. Discuss the formulation of credit policies and common collection techniques. | Credit policies |
| 33. Discuss supervision principles and their effective application. | Supervision principles |




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| 34. Report on insuring against common business risks. | Insurance |
| 35. Describe the factors of production involved in the manufacture of products:<br>(a) sales forecasts (b) current purchases<br>(c) production capacity (d) personnel<br>(e) economic trends (f) capital | Manufacturing |
| 36. Distinguish between leadership styles:<br>(a) autocratic (b) open door<br>(c) consultative | Leadership styles |
| 37. Understand the functions of the financial manager and analyze financial statements. | Finance |
| 38. Show how research is a factor in decision making. | Research |
| 39. Discuss the management of marketing functions:<br>(a) product (b) place<br>(c) promotion (d) price<br>(e) planning | Marketing |
| 40. Discuss the management of purchasing functions:<br>(a) buying and credit (b) transportation and storage<br>(c) customs and tarrifs | Purchasing |
| 41. Describe management techniques used in problem solving:<br>(a) task force (b) PERT charts<br>(c) time line (d) flowcharting<br>(e) GANTT charts (f) management by objective<br>(g) operation research method | Management techniques |
| 42. Discuss new management techniques of management information systems. | Management information systems |
| 43. Discuss management techniques used by small businesses. | Small businesses |
| 44. Discuss career opportunities in a variety of fields of business:<br>(a) purchasing (b) finance<br>(c) accounting (d) personnel<br>(e) manufacturing (f) transportation<br>(g) marketing (h) communications | Careers |

# PERSONAL DEVELOPMENT

By the end of this area of study the student will be able to:

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|---|---|
| 1. Identify the criteria of acceptable dress, grooming, and appearance in:<br>(a) the home environment<br>(b) the social environment<br>(c) the business environment<br>(d) the industrial environment (safety requirements) | Dress, grooming, appearance |
| 2. Demonstrate a knowledge of business etiquette and protocol. | Etiquette and protocol |
| 3. Realize the importance of punctuality and regular attendance. | Punctuality and attendance |
| 4. Identify and use various methods of learning. | Methods of learning |
| 5. Work under pressure of time and a multiplicity of tasks. | Time and tasks |
| 6. Identify and set priorities. | Priorities |
| 7. Cope with increasing job specialization and job mobility through:<br>(a) working with people<br>(b) handling unforeseen situations<br>(c) working efficiently and productively<br>(d) being versatile<br>(e) developing decision-making skills<br>(f) recognizing leadership skills | Specialization and mobility |
| 8. Recognize the importance in verbal and nonverbal communications of:<br>(a) voice and delivery<br>(b) gestures<br>(c) posture<br>(d) facial expressions<br>(e) poise<br>(f) self-confidence<br>(g) language<br>(h) enthusiasm and sincerity<br>(i) relevancy<br>(j) creation of interest<br>(k) tact<br>(l) discretion | Human relations |
| 9. Understand that personality is a factor of task competency. | Personality |

10. Discuss motivation in relation to job satisfaction. — Motivation

11. Demonstrate an awareness of the process of developing values through: — Value development
    (a) attitudes
    (b) aspirations
    (c) activities
    (d) interest
    (e) environment
    (f) experience

12. Demonstrate an understanding of the impact on others of: — Expressions of character
    (a) mood
    (b) temperament
    (c) initiative
    (d) enmity

13. Discuss how success in the social and business environment is affected by: — Personal attributes
    (a) ambitiousness
    (b) cautiousness
    (c) competitiveness
    (d) conscientiousness
    (e) consideration
    (f) dependability
    (g) efficiency
    (h) friendliness
    (i) helpfulness
    (j) independence
    (k) intelligence
    (l) loyalty
    (m) responsibility
    (n) self-control

14. Discuss the need for developing a systematic plan for self-motivation and personality improvement. — Personality improvement

15. Demonstrate an awareness of the psychology of human behaviour. — Psychology

16. Demonstrate an awareness of group dynamics. — Group dynamics

17. Demonstrate an ability to function in interpersonal relationships by: — Interpersonal relations
    (a) identifying and building on strengths in others
    (b) listening actively
    (c) empathizing
    (d) seeing group planning as a collaborative effort rather than competition for power and control
    (e) giving and seeking direction in working toward a common goal

18. Demonstrate an awareness of how a mature individual functions with peers and adults in both small and large groups in the social and business environment. — Maturity

# S H O R T H A N D

For the purposes of the following learning outcomes SHORTHAND will include any shorthand system.

By the end of this area of study the student will be able to:

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|---|---|---|
| 1. | Exhibit correct posture and use appropriate materials. | Posture and materials |
| 2. | Recognize phonetic sounds in words. | Phonetics |
| 3. | Organize and record in shorthand the ideas heard or read. | Recording |
| 4. | Write fluent, clear, and accurate shorthand notes for immediate and future use. | Clear notes |
| 5. | Use theory principles to write correct and well-proportioned outlines. | Theory |
| 6. | Use theory principles to develop an expanded shorthand vocabulary. | Vocabulary expansion |
| 7. | Write automatically the most frequently used words. | Vocabulary |
| 8. | Write and quickly recall correct outlines for shortforms and phrases. | Shortforms and phrases |
| 9. | Read fluently, accurately, and with understanding, from plate or self-written shorthand notes. | Reading |
| 10. | Transcribe plate and self-written shorthand in appropriate form. | Transcribing |
| 11. | Use shorthand notes as:<br>(a) an immediate reference (b) for future transcription<br>(c) for future reading | Cold notes |
| 12. | Use the following skills prior to actual transcription:<br>(a) rapid reading (b) correct punctuation<br>(c) grammar (d) spelling<br>(e) comprehension | Pre-transcription skills |
| 13. | Apply proofreading skills to correct errors in transcribed materials. | Proofreading |

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| 14. Take dictation at increasing speeds. | Speed development |
| 15. Take dictation in a variety of environments. | Dictating environments |
| 16. Take dictation under a variety of circumstances such as:<br>(a) interruptions (b) variable speeds<br>(c) speech quality (d) repetition | Dictating circumstances |
| 17. Use shorthand for a variety of purposes:<br>(a) note-taking (b) minutes<br>(c) summarizing (d) compiling<br>(e) letter-taking (f) rough drafts<br>(g) composing | Purposes |
| 18. Demonstrate an understanding of the general content of the dictated material. | Comprehension |
| 19. Demonstrate an awarness of the existence of specialized vocabularies:<br>(a) radio, television (b) legal<br>(c) medical (d) engineering<br>(e) advertising | Specialized vocabularies |
| 20. Use reference materials and dictionaries effectively. | References |
| 21. Estimate the transcription space required for each "take" to ensure correct placement. | Placement |
| 22. Arrange materials for an organized work area to facilitate a steady flow of work. | Work area |
| 23. Follow oral and written instructions. | Instructions |
| 24. Operate a variety of recording equipment. | Recording equipment |
| 25. Demonstrate attitudes, character traits, and behaviour patterns necessary for success. | Attitudes |

# T Y P E W R I T I N G

By the end of this area of study the student will be able to:

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|---|---|
| 1. Exhibit correct posture and body position at the typewriter. | Posture and body position |
| 2. Touch type the alphabetic, numeric, and symbolic characters on the keyboard. | Keyboard |
| 3. Operate service keys and other typewriter mechanisms:<br>(a) alignment scales (b) back spacer<br>(c) carriage release (d) carriage return<br>(e) margin stops (f) paper bail<br>(g) paper guide (h) paper release<br>(i) ribbon and stencil controls (j) tabulator<br>(k) touch and pressure controls (l) variable line spacer | Service keys and mechanisms |
| 4. Demonstrate proofreading skills by being aware of:<br>(a) spelling errors (b) correct English usage<br>(c) inconsistencies (d) omissions<br>(e) technical arrangement | Proofreading |
| 5. Center material horizontally and vertically on paper of any size. | Centering |
| 6. Identify the parts of a personal and business letter. | Letter parts |
| 7. Efficiently type a mailable letter and envelope in several basic styles and prepare for mailing. | Letters and envelopes |
| 8. Prepare a tabulated report in a variety of styles. | Tabulations |
| 9. Type a report using thesis form. | Reports |
| 10. Use a correct, efficient method to perform typing procedures such as:<br>(a) carbon packs (b) chain feeding<br>(c) changing type sizes and styles (d) cleaning<br>(e) pivoting (f) re-inserting and alignment<br>(g) ribbon changing (h) spreading and squeezing<br>(i) typing on lines | Procedures |

11. **Apply the typing rules for:** — Typing rules
    - (a) capitalization
    - (b) expressing titles and degrees
    - (c) expressing numbers
    - (d) making punctuation marks and symbols not on the keyboard
    - (e) punctuation styles in letters
    - (f) postal regulations
    - (g) spacing after punctuation
    - (h) spacing and paragraphing
    - (i) word division

12. **Type from unarranged copy, handwritten copy, or printed copy and use proofreading symbols.** — Unarranged copy

13. **Type from direct dictation.** — Direct dictation

14. **Compose original material at the typewriter for later editing and copying.** — Composing

15. **Apply correct and efficient rules in the set-up of production typing:** — Production set-up
    - (a) advertisements
    - (b) agenda
    - (c) announcements
    - (d) application forms
    - (e) billings
    - (f) business reports
    - (g) book reviews
    - (h) cheques and voucher cheques
    - (i) financial statements
    - (j) interoffice memoranda
    - (k) invitations
    - (l) legal documents
    - (m) menus
    - (n) minutes
    - (o) newspaper articles
    - (p) notices
    - (q) poetry
    - (r) postal cards
    - (s) programmes
    - (t) purchase requisitions
    - (u) recipes
    - (v) sales and purchase invoices
    - (w) sales and purchase orders
    - (x) telecommunications
    - (y) telephone messages
    - (z) displays

16. **Use a variety of procedures for correcting errors on originals and carbon copies.** — Correcting errors

17. **Identify and use correctly different sizes and kinds of paper, carbon, and envelopes.** — Supplies

18. **Prepare materials for duplicating and photocopying.** — Duplicating

| | | |
|---|---|---|
| 19. | Identify and demonstrate special letter notations:<br>(a) attention lines (b) carbon notations<br>(c) enclosures (d) legal notations<br>(e) mail notations (f) postscripts<br>(g) reference initials (h) subject lines | Letter notations |
| 20. | Type from straight copy which is controlled for syllabic intensity, average word length, and high frequency words. | Straight copy |
| 21. | Understand the uses of power typing and word processing. | Word processing |
| 22. | Locate and use reference information in standard Canadian reference books. | Reference manuals |
| 23. | Organize the work area for high productivity. | Work area |
| 24. | Demonstrate responsibility in areas of:<br>(a) undetected errors (b) care of equipment<br>(c) reporting machines requiring repairs | Responsibility |
| 25. | Demonstrate attitudes, character traits, and behaviour patterns necessary for success. | Behaviour patterns |
| 26. | Demonstrate the ability to follow oral and written instructions. | Instructions |
| 27. | Evaluate straight copy and production work for quality and quantity. | Evaluation |
| 28. | Understand the utilization of the typewriter keyboard on related equipment:<br>(a) teletypewriter (b) posting machine<br>(c) computer console (d) computer terminal | Related equipment |
| 29. | Cope with the pressure of time and multiplicity of tasks. | Time and tasks |
| 30. | Demonstrate an ability to set priorities. | Priorities |
| 31. | Type at increasing speeds. | Speed development |

| PERSONAL AND BUSINESS RECORDS 9 | | |
|---|---|---|
| | ABBREVIATION: | PBR 9 |
| | REPLACEMENT: | RK 9 |
| | LEVEL: | Junior Secondary |
| | SEQUENTIAL TO: | None |

INTENT: This course is intended to be an introductory activity-based course covering the preparation and use of common personal and business records. The course will provide a look at records of one occupation in several industries, and the records of several occupations in one industry.

CONTENT:

* Techniques of keeping records
  - skill in computation and calculating
  - recording data in columnar form
  - neatness, accuracy, and legibility
  - cross-checking
* Personal Money Management
* Identification and use of a variety of business papers
* Identification and completion of source documents
  - application for credit, budget records, deposit slips, invoices, memos, reconciliations, withdrawal slips, billing statements, cheques, employee records, loan forms, receipts, sales records
* Basic business skills and vocabulary
  - comparing, compiling, filing, recording, verifying, coding, copying, indexing, sorting
  - spelling, definition, and use of business vocabulary
* Preparation of business reports
  - introduction of graphs and flowcharting
* Cash Control Systems
  - cash records, cash registers, proof tapes, currency deposits, daily cash reports
* Cash Funds
  - vouchers and records
  - change and petty cash funds
* Inventory Systems
  - packing slips, shipping orders, freight bills, receiving reports, bills of lading, inventory control records
* Merchandising Systems
  - pricing of goods, charge accounts, sales reports, telephone and mail orders, invoicing, collection records and letters, sales tax
* Purchasing Systems
  - purchase requisitions, creditor accounts, purchase orders, back orders
* Payroll Systems
  - time cards, employee records, deductions, currency break-downs, earnings records, payroll summary, cheques
* Career Exploration
* Personal Development

SUGGESTED LEARNING OUTCOMES:

**ACCOUNTING**: 1 - 17
**ECONOMICS**: 6, 12, 14, 18, 22, 25
**CAREER SKILLS**: 1 - 6, 10, 13, 21, 22
**PERSONAL DEVELOPMENT**: 1 - 18

**PRESCRIBED MATERIALS:**

| | | | |
|---|---|---|---|
| 1 | GENERAL RECORDKEEPING - Seventh Edition<br>H. Huffman and J. Stewart 1976 | McGraw-Hill<br>31030-0 | A Issue |
| 2 | THE GREGG OFFICE JOB TRAINING PROGRAM<br>M. E. Andrews, Consulting Editor 1973 | McGraw-Hill | E Issue |
| | Stock Control Clerk by Albertson<br>Training Manual | 01829-4 | 30 per schoo<br>to be ordere<br>only if |
| | Purchasing Clerk by Rissner<br>Training Manual | 01833-2 | district is |
| | Office Cashier by Hodges<br>Training Manual | 01831-6 | able to<br>purchase<br>Resource<br>Materials |

SUPPLEMENTARY MATERIALS:

| | |
|---|---|
| CANADIAN RECORD KEEPING PRACTICE<br>A. E. Sparling 1973 | McGraw-Hill<br>77318-1 |
| Workbook | 77319-X |
| Teacher's Key | 77320-3 |
| GENERAL RECORDKEEPING - Seventh Edition 1976 | |
| Source Book and Key | 31033-5 |
| Activity Guide and Working Papers - Book I | 31031-9 |
| PERSONAL RECORDKEEPING PRACTICE SET<br>M. Wood 1976 | McGraw-Hill<br>71621-8 |
| Key | 71622-6 |
| THE GREGG OFFICE JOB TRAINING PROGRAM<br>M. E. Andrews, Consulting Editor 1973 | McGraw-Hill |
| Stock Control Clerk by Albertson<br>Resource Materials | 01830-8 |
| Purchasing Clerk by Rissner<br>Resource Materials | 01834-0 |
| Office Cashier by Hodges<br>Resource Materials | 01832-4 |

SUGGESTED EQUIPMENT AND FACILITIES:

* **Calculating machines - one for every four students**
* **Overhead projector and screen**

| CONSUMER FUNDAMENTALS 10 | | |
|---|---|---|
| | ABBREVIATION: | CF 10 |
| | REPLACEMENT: | partial BC 10 |
| | LEVEL: | Junior Secondary |
| | SEQUENTIAL TO: | None |

INTENT: This course is a study of consumer fundamentals organized around three areas of consumer impact--the consumer, the consumer's effectiveness in the marketplace, and the consumer's preparation for the future.

CONTENT:

* **Functioning in the marketplace**
  - knowing the business community
  - the new consumerism
  - the difficult role of the consumer
  - characteristics of the Canadian economy
* **Managing money**
  - preparing a personal budget
  - keeping a record
  - location and use of resources, guides, and directories
* **Consumer credit and borrowing money**
  - cash and credit purchases
  - instalment buying
  - methods of making payments
* **Buying goods and services**
  - motivation for buying
  - buying for your needs
  - buying for your wants
* **Buying durable goods**
  - buying appliances
  - buying furnishings
  - buying transportation and recreational vehicles
* **Renting, buying or building**
  - deciding to buy or rent
  - choosing an apartment
  - buying a home
  - maintaining property
* **Consumer planning for the future**
  - the Canadian banking system
  - consumer savings facilities and their uses
  - lending facilities
  - investing money
* **Communicating**
  - written communications
  - postal information
  - telecommunications
  - computer communication
  - media communication
* **Moving goods and people**
  - shipping goods
  - moving goods
  - travelling

CONSUMER FUNDAMENTALS 10

* **The financing of government**
  - levels of government
  - the need for taxes
  - sources and uses of tax dollars
  - types of taxation
  - preparation of personal income tax forms
  - qualities of a tax system

SUGGESTED LEARNING OUTCOMES:

* BUSINESS COMMUNICATIONS: 1, 11, 14, 15
* CAREER SKILLS: 1 - 6, 10, 13, 21, 22
* ECONOMICS: 1 - 3, 6 - 9, 11 - 15, 18 - 22, 25 - 31
* INFORMATION SYSTEMS: 1, 2, 3, 9, 15, 17
* LAW: 6, 8, 21
* MARKETING: 1, 4, 6, 8, 9, 11, 19
* PERSONAL DEVELOPMENT: 1 - 18

**PRESCRIBED MATERIALS:**

| | | | |
|---|---|---|---|
| 1 | GENERAL BUSINESS AND CONSUMER FUNDAMENTALS<br>J. T. Treliving, T. G. Murphy 1977 | McGraw-Hill | A Issue |
| 2 | THE CONSUMERS HANDBOOK - 99 COMMERCIAL RIP-OFFS AND HOW TO SPOT THEM<br>L. Gorden 1975 | McLelland and Stewart Ltd. | C Issue |
| 3 | YOU, THE CONSUMER<br>G. Daw, J. Beatty 1975 | Wiley Publish. of Canada | C Issue |
| 4 | CONSUMER CREDIT AND CONSUMER FRAUD<br>S. N. Spetz 1972 | Pitman Pub.<br>010804 | C Issue |

SUPPLEMENTARY MATERIALS:

| | |
|---|---|
| BUSINESS FUNDAMENTALS - Third Edition<br>G. Bruce, R. H. Heywood, W. Abercrombie<br>1977 Revised Edition | McGraw-Hill |
| THE CONSUMER AND MODERN BUSINESS - Revised Edition<br>W. B. Neeb 1975 | McGraw-Hill<br>82210-7 |
| CONSUMER DIGEST CAVEAT: CONSUMER EDUCATION IN ACTION<br>1974 (J. B. Lippincott Co.) | Edu-Media |
| BUSINESS FUNDAMENTALS - Third Edition<br>Teacher's Key<br>Workbook | McGraw-Hill |

CONSUMER FUNDAMENTALS 10

| | |
|---|---|
| CONSUMER EDUCATION ISSUES SERIES<br>R. E. Oliver, General Editor | McGraw-Hill |
| HOME TRUTHS by C. K. Curtis, G. Meehan, and Dr. G. Walsh 1973 | 77558-3 |
| CREDIT COSTS by J. Hibbert, and T. G. Murphy 1973 | 77559-1 |
| MONEY MATTERS by R. E. Oliver and M. J. Daypuk 1973 | 77557-5 |
| SHOPPING SENSE by R. E. Oliver 1976 | 82221-2 |
| GENERAL BUSINESS AND CONSUMER FUNDAMENTALS<br>Canadian Edition<br>Teacher's Resource Book for 1977 Edition<br>Study Activity Guide for 1977 Edition | McGraw-Hill |
| CONSUMER KIT (including current statutes)<br>Department of Consumer Services | Queens Printer |
| NEWSPAPERS - one class set, once a week | |
| CONSUMER KARATE - A DEFENSE MANUAL FOR PEOPLE WHO SPEND MONEY<br>Cepica, Gabel 1975 | Family Services of Vancouver |
| CONSUMER ASSOCIATION OF CANADA PUBLICATIONS | |
| PERSONAL RECORDKEEPING PRACTICE SET<br>M. Wood 1976<br>Key | McGraw-Hill<br>71621-8<br>71622-6 |

SUGGESTED EQUIPMENT AND FACILITIES:

* overhead projector and screen

| TYPING 9<br>PERSONAL TYPING 11 | ABBREVIATION: TY 9 or PTY 11<br>REPLACEMENT: TY 9, partial TY 10<br>LEVEL Junior or Senior Sec.<br>SEQUENTIAL TO: None |
|---|---|

INTENT: It is intended that touch typing skills will be learned and used to type a number of documents used in personal and business life. The course should be tne first course in a continuous programme for typing.

CONTENT:
* Touch typing of alphabetic, numeric, and symbolic characters on the typewriter keyboard
* Operation of service keys and typewriter mechanisms
* Proofreading skills
* Vertical and horizontal centering
* Personal and business letters
* Tabulated reports
* Typing from rough draft
* Reports in various forms
* Career Exploration
* Personal Development

SUGGESTED LEARNING OUTCOMES:

**TYPEWRITING**: 1 - 17, 20, 22, 24 - 27, 31
**CAREER SKILLS**: 1 - 6, 10, 13, 21, 22
**PERSONAL DEVELOPMENT**: 1 - 18

**PRESCRIBED MATERIALS: (available only for Typing 9 in 1977-78)**

| | | | |
|---|---|---|---|
| 1 (a) | BUSINESS APPLICATIONS IN TYPEWRITING<br>Farmer, Graham, Jenkins 1976 | Gage Ed. Pub.<br>7715-0878-6 | A Issue |
| or | | | |
| (b) | TYPING 300 - Volume One - General Course<br>J. L. Rowe, A. C. Lloyd, F. E. Winger | McGraw-Hill<br>77446-3 | A Issue |
| 2 | TYPING POWER DRILLS - Metric Edition<br>A. C. Lloyd, J. L. Rowe, F. E. Winger | McGraw-Hill | E Issue |
| 3 | PROGRESSIVE TIMED WRITINGS<br>M. Hodgins 1976 | McGraw-Hill | E Issue |

TYPING 9/PERSONAL TYPING 11

SUPPLEMENTARY MATERIALS:

| | |
|---|---|
| TYPING SKILL DRIVES, Second Edition<br>A. C. Lloyd, J. L. Rowe, F. E. Winger | McGraw-Hill<br>38161-5 |
| DRILLTYPE 3 - Timed Writings<br>P. A. Moreland 1976 | Pitman Pub.<br>010865 |
| BUSINESS TIMED WRITINGS Revised Edition<br>L. C. Nanassy, A. C. Fries 1974 | Glencoe Press<br>47648 |
| TYPING MAILABLE LETTERS - Canadian Edition<br>P. Liles, L. Brendel, R. Krause 1973 | McGraw-Hill<br>77370-X |
| TRIPLE-CONTROLLED TIMED WRITINGS<br>H. O. Palmer, A. M. Agnew 1971 | Gage Ed. Pub.<br>538-20040-5 |
| BUSINESS APPLICATIONS IN TYPEWRITING<br>Farmer, Graham, Jenkins 1976 | Gage Ed. Pub. |
| Student Study Guides and Stationery | 7715-0880-8 |
| Teacher's Manual | 7715-0879-4 |
| Cassette Tapes | 7715-0882-4 |
| TYPING 300<br>Rowe, Lloyd, Winger | McGraw-Hill |
| Learning Guides and Working Papers I | 77671-7 |
| Learning Guides and Working Papers II | 77672-5 |
| Tapes - Keyboard Presentation | 87590-1 or 86310-5 |
| Patterned Typing Procedures | 87591-X or 86311-3 |
| Speed and Accuracy Improvement | 87592-8 or 86312-1 |
| THE PERSONAL TOUCH - Second Edition<br>S. Wright 1976 Edition | McGraw-Hill |
| DRILLTYPE 2<br>J. Miller 1975 | Pitman Pub.<br>010864 |
| PERSONAL APPLICATIONS IN TYPEWRITING<br>Farmer, Graham, Jenkins 1976 | Gage Ed. Pub.<br>7715-0875-1 |

SUGGESTED EQUIPMENT AND FACILITIES:

* electric typewriters - standard use - one per student
* stop watch and time clock
* demonstration table
* cassette tape recorder and record player
* EDL Skill Builder and filmstrips and screen
* overhead projector and screen

| TYPING 10<br>PERSONAL TYPING 12 | ABBREVIATION: TY 10 or PTY 12<br>REPLACEMENT: TY 10, TY 11<br>LEVEL: Junior or Senior Sec.<br>SEQUENTIAL TO: TY 9 or PTY 11 |
|---|---|

INTENT: It is intended that this course be a second course in the continuous progress typing programme. It will provide an extension of personal and business applications and development of typing skills.

CONTENT:
* Mailable letters and envelopes
* Tabulated reports
* Correct and efficient methods and procedures
* Rules for word division, numbers, capitalization, etc. as they apply to typewriting
* Unarranged and rough draft materials
* Application of keyboarding skills
* Composing at the typewriter
* Decision-making skills
* Personal development
* Career exploration
* Employment skills

SUGGESTED LEARNING OUTCOMES:

TYPEWRITING: 4, 7, 10 - 31
CAREER SKILLS: 1 - 6, 10, 13, 21, 22
INFORMATION SYSTEMS: 5, 15
PERSONAL DEVELOPMENT: 1 - 18

SUGGESTED EQUIPMENT AND FACILITIES:

* electric typewriters - standard use - one per student
* electric typewriters - specialized use - two per classroom
* time clock and stop watch
* cassette tape recorder
* overhead projector and screen

## SHORTHAND PROGRAMME INTRODUCTION

TIME: The Shorthand Programme should consist of 240 hours of instructional time and be sequential in nature. Schools on a semester system, allotting 80 hours of instructional time for each course, should offer SH 12B to bring the instructional time up to a total of 240 hours.

SYSTEM: The selection of a shorthand system should depend on the student's objectives (vocational or personal note making), the length of time needed for mastery, the capability of the student, and the memory load. The ultimate goal of shorthand is for a student to take dictation at a speed which enables the accurate recording and transcription of notes at a rate commensurate with an acceptable range of achievement.

RECOMMENDED SYSTEMS:

* Pitman Shorterhand AND/OR
* Programme 21 Shorthand AND/OR
* Forkner Shorthand AND/OR

| | |
|---|---|
| SHORTHAND<br>10 or 11 | ABBREVIATION: SH 10 or SH 11<br>REPLACEMENT: SH 10, SH 11A<br>LEVEL: Junior or Senior Sec.<br>SEQUENTIAL TO: None |

INTENT: This course will cover the theory of the selected shorthand system. The student will practice taking dictation at set speeds for varying lengths of time and transcribing from dictation within set time limits. It will be the first course in a continuous progress shorthand programme.

CONTENT:

* Technique
  - The physical routine of preparing for dictation
* Phonetics
  - The principle of writing from sound without consideration of the word in its conventional alphabetic form
* Theory
  - Shorthand achievement is directly related to the student's ability to construct accurate shorthand outlines. It is desirable, then, that students have a knowledge of theory and be encouraged to write accurate outlines

* **Speed and Accuracy Development**
  - Dictation is the basis of skill building in shorthand. The higher the level of vocabulary, the higher the recording rate.
* **Procedures of Transcription**
  - Transcription includes setting up the transcript in proper form, reading in thought phrases, keeping the typewriter moving at an even rate, using the dictionary, erasing errors, proofreading, etc.
* **Pre-transcription Skill Development**
  - These skills include rapid reading, inserting correct punctuation, correct grammar and spelling, and fast and accurate typewriting.
* **Homework**
  - It is extremely important to establish a pattern of distributed practice in acquiring a skill such as shorthand. Students should be expected to do home preparation especially when the class is not meeting regularly. Demonstrate correct techniques for reading homework with transcript or without, and for writing homework.
* **Reading**
  - Students who cannot rapidly read shorthand will have difficulty writing it. Students should be expected to read shorthand twice as fast as they are expected to write it.
* **Personal Development and Career Awareness**
  - These topics should be touched upon throughout the course.

SUGGESTED LEARNING OUTCOMES:

**SHORTHAND:** 1 - 14, 17, 18, 20 - 25
**TYPEWRITING:** 1 - 13, 19, 24
**CAREER SKILLS:** 1 - 8, 21,
**PERSONAL DEVELOPMENT:** 1 - 18

**PRESCRIBED MATERIALS:** (available only for Shorthand 10 in 1977-78)

**SHORTERHAND SYSTEM**

| | | | |
|---|---|---|---|
| 1 (a) | PITMAN SHORTERHAND, BOOK I<br>Reid, Thompson | Pitman Pub.<br>000310 | A Issue |
| 2 (a) | WRITING AND TRANSCRIPTION SKILL DEVELOPMENT<br>BOOK II Reid, Thompson, Scott | Pitman Pub.<br>000379 | A Issue |
| 3 (a) | THE NEW PITMAN SHORTERHAND TAPE PROGRAM I & II | Pitman Pub. | E Issue<br>1 per school |

**PROGRAMME 21 SYSTEM**

| | | | |
|---|---|---|---|
| 1 (b) | PROGRAMME 21 SIMPLIFIED SHORTHAND - Second Ed.<br>Beaucamp, Hansen 1973 | Imprest Pub. | A Issue |
| 2 (b) | MULTI-DICT - PROGRAMME 21<br>Beaucamp, et al. 1975 | Imprest Pub. | A Issue |
| 3 (b) | PROGRAMME 21 TAPE LIBRARY | Imprest Pub. | E Issue<br>1 per school |

SHORTHAND 10/SHORTHAND 11

## FORKNER SYSTEM

| | | | |
|---|---|---|---|
| 1 (c) | FORKNER SHORTHAND, Canadian Edition<br>Forkner, Brown 1972 | Gage Ed. Pub.<br>7715-0730-5 | A Issue |
| 2 (c) | GUIDED STUDY IN FORKNER SHORTHAND<br>Weber, Weber 1974 | Gage Ed. Pub.<br>912036-21-4 | A Issue |
| 3 (c) | FORKNER SHORTHAND, Canadian Edition<br>Cassette Tape Library | Gage Ed. Pub.<br>912036-81-8 | E Issue<br>1 per school |

SUPPLEMENTARY MATERIALS:

| | |
|---|---|
| SHORTERHAND DRILLBOOK I and II<br>Reid, Thompson | Pitman Pub. |
| THE SHORTHERHAND DICTIONARY OF COMMON WORDS<br>Reid, Thompson | Pitman Publishing<br>000335 |
| PROGRAMME 21 DICTIONARY<br>1973 | Imprest Pub. |
| PROGRAMME 21 SUPPLEMENTARY MATERIAL - to be used during theory learning phase | Imprest Pub. |
| FORKNER SHORTHAND, Canadian Edition<br>Forkner, Brown 1972 | Gage Ed. Pub. |
| Study Guide | 7715-0731-3 |
| Teacher's Manual | 7715-0732-1 |
| FORKNER SHORTHAND OUTLINES FOR THE BUSINESS VOCABULARY, 2nd Edition<br>Farmer, Lore 1976 | Gage Ed. Pub.<br>7715-0727-5 |

SUGGESTED EQUIPMENT AND FACILITIES:

* electric typewriters - one per student
* overhead projector and screen
* shorthand laboratory or
  cassette recorder, listening posts and earphone system

| SHORTHAND<br>12 or 12A | ABBREVIATION: | SH 12 or SH 12A |
|---|---|---|
| | REPLACEMENT: | SH 11B, SP 12 |
| | LEVEL: | Senior Secondary |
| | SEQUENTIAL TO: | SH 10 or SH 11 |

INTENT: This course will offer dictation and transcription development, vocabulary expansion, and career exploration in shorthand related areas.

CONTENT:

* Technique
  - Good work habits and the elimination of waste motion in taking dictation and in transcribing are continually emphasized
* Theory Review
* Speed and Accuracy Development
  - A variety of dictation plans are used with emphasis on building vocabulary
* Specialized Vocabulary
  - Sources of words for specialized vocabulary building may be found in professions and businesses. Particular emphasis should be on the words that are commonly used in banking, insurance, law, education, medicine, and engineering
* Procedures of Transcription
  - Continuing emphasis on good transcription techniques and the improvement of production quality and quantity
* Homework
* Office-style Dictation
  - Dictator's style and circumstances that the shorthand writer may encounter
* Personal Development
* Employment Standards and Skills
* Career Exploration in Shorthand Related Areas
  - Computer related input
  - Court reporting
  - Machine shorthand

SUGGESTED LEARNING OUTCOMES:

**SHORTHAND**: 6, 11 - 25
**TYPEWRITING**: 1 - 13, 19, 24
**PERSONAL DEVELOPMENT**: 1 - 18
**CAREER SKILLS**: 1 - 6, 12, 16 - 24

SUGGESTED EQUIPMENT AND FACILITIES:

* Electric typewriters - one per student
* Overhead projector and screen
* Shorthand Laboratory or
  Cassette Recorder, listening posts, and earphone system

| SHORTHAND 12B | | |
|---|---|---|
| | ABBREVIATION: | SH 12B |
| | REPLACEMENT: | SP 12 |
| | LEVEL: | Senior Secondary |
| | SEQUENTIAL TO: | SH 12A |

INTENT: This course is intended to bring the total instructional time up to 240 hours.

CONTENT:
LEARNING OUTCOMES:
SUGGESTED LEARNING RESOURCES:
SUPPLEMENTARY MATERIALS:
SUGGESTED EQUIPMENT AND FACILITIES:

See Shorthand 12A

| OFFICE PROCEDURES 11 | | |
|---|---|---|
| | ABBREVIATION: | OP 11 |
| | REPLACEMENT: | TY 11, OP 12 |
| | LEVEL: | Senior Secondary |
| | SEQUENTIAL TO: | TY 10 or PTY 12 |

INTENT: It is intended that this course develop skills pertinent to the clerical and secretarial office procedures and related areas. It is intended to be part of the continuous progress typing programme and will be continued in Office Procedures 12.

CONTENT:

* Typing speed and accuracy development
* Duplicating Systems
* Mailing Routines and Systems
* Letters, Envelopes, and Memoranda
* Filing and Retrieving Routines and Systems
* Telephone Services
* Telecommunications
* Employment Skills
* Career Exploration
* Personal Development
* Word Processing
* Fundamentals of Data Processing
* Clerical Routines related to banking, purchasing, accounting, and transportation
* Sources of Information

OFFICE PROCEDURES 11

SUGGESTED LEARNING OUTCOMES:

TYPEWRITING: 4, 10 - 31
OFFICE PROCEDURES: 1 - 43
INFORMATION SYSTEMS: 3, 9 - 13, 15 - 18
BUSINESS COMMUNICATIONS: 1 - 21
CAREER SKILLS: 1 - 8, 10, 13, 17
PERSONAL DEVELOPMENT: 1 - 18
ACCOUNTING: 7, 10
DATA PROCESSING: 12

SUGGESTED EQUIPMENT AND FACILITIES:

* Electric typewriters - standard use - one per student
* Electric typewriters - specialized use - four per classroom
* Duplicating machines - spirit, stencil, and offset
* Closed circuit teletrainer
* Model Office laboratory and flexible room arrangement
* Photocopier
* Electronic calculator with tape printout - one for every four students
* Access to a word processing system
* Access to an electronic data processing system

| OFFICE PROCEDURES<br>12 | ABBREVIATION: OP 12<br>REPLACEMENT: OP 12, partial OO 12<br>LEVEL: Senior Secondary<br>SEQUENTIAL TO: OP 11 |
|---|---|

INTENT: It is intended that this course develop skills pertinent to the clerical and secretarial office procedures and related areas in more detail and from an administrative viewpoint. This course will be the final course in the continuous progress programme.

CONTENT:
* Information Systems
* Functions of Management
* Efficiency and Methods and Work Simplification
* Travel Arrangements and Appointment Scheduling
* Business Communications
* Transcribing Skills
* Personal Development
* Employment Skills
* Word Processing
* Supplies - use, quality, storage, etc.
* Co-operative Work Experience

SUGGESTED LEARNING OUTCOMES:

DATA PROCESSING: 5, 9, 12
TYPEWRITING: 4, 10 - 31
OFFICE PROCEDURES: 1 - 43
INFORMATION SYSTEMS: 1 - 18
BUSINESS COMMUNICATIONS: 1 - 21
CAREER SKILLS: 1 - 24
PERSONAL DEVELOPMENT: 1 - 18
ORGANIZATION & MANAGEMENT: 8, 21, 33, 42

SUGGESTED EQUIPMENT AND FACILITIES:

* Electric typewriters - standard use - one per student
* Electric typewriters - specialized use - four per classroom
* Transcribing Equipment - one for every two students
* Model Office Laboratory and flexible room arrangement
* Electronic word processing equipment - one per school
* Access to an electronic data processing system

| MARKETING<br>11 | ABBREVIATION: | MK 11 |
|---|---|---|
| | REPLACEMENT: | NEW |
| | LEVEL: | Senior Secondary |
| | SEQUENTIAL TO: | None |

INTENT: This is an introductory course in marketing with an emphasis on retailing. It is intended that this course be a practical, activity-based course.

CONTENT:

* **Introduction to Marketing**
  - Overview of the major divisions in marketing
  - Your prospects for success in marketing
  - Choosing your job and your employer
  - Remuneration on the job including calculations
  - Finding your first full-time job in marketing

* **Market Research**
  - Demographics of the consumer market
  - Information needed for making decisions
  - Sources of primary data
  - Methods of gathering secondary data
  - Preparing the research report

* **Store Organization**
  - Buying and Pricing
  - Choosing the products
  - Choosing the vendors
  - Planning the merchandise mix
  - Developing the merchandise budget
  - Stock turnover
  - Pricing strategies
  - Merchandise pricing calculations
  - Channels of Distribution

* **Effective Selling**
  - The importance of selling
  - Locating prospects
  - Understanding customers
  - Using product knowledge
  - The approach to the customer
  - Making an effective sales presentation
  - Overcoming objections and excuses
  - Closing the sale
  - Using the cash register
  - Sales records

* **Advertising and Display**
  - Advertising media
  - Planning the advertising campaign
  - Measuring the effectiveness of advertising
  - Types of display
  - Creating and judging displays

* Customer Services
  - Customer protection
  - Trends in customer services
  - Extending credit
  - Credit and collection procedures
  - Customer accommodation services
  - Advisory services
  - Customer shopping conveniences

SUGGESTED LEARNING OUTCOMES:

BUSINESS COMMUNICATIONS: 19, 20
CAREER SKILLS: 1 - 14, 19 - 24
ECONOMICS: 1 - 3, 5, 9 - 12, 35, 38, 39
LAW: 4, 5, 6, 20
MACHINE CALCULATIONS & PROCEDURES: 1, 4, 5, 20, 22, 33, 34, 44, 45
ORGANIZATION & MANAGEMENT: 2 - 5, 14, 16, 35, 38, 39
PERSONAL DEVELOPMENT: 1 - 18
MARKETING: 1 - 26

SUGGESTED EQUIPMENT AND FACILITIES:

* Cash Register with electronic display, at least six designation keys, and audit functions - one per school
* Marketing rooms should have: sink, display areas (cases and counters), manequins, secure area, price marking devices, point of purchase display materials.
* Access to retailing simulations (including computer access)

| MARKETING 12 | | |
|---|---|---|
| | ABBREVIATION: | MK 12 |
| | REPLACEMENT: | NEW |
| | LEVEL: | Senior Secondary |
| | SEQUENTIAL TO: | MARKETING 11 |

INTENT: This is a course in marketing practices with much wider scope than the introductory course. It will be taught from the administrative point of view. Some schools, because of size, may wish to combine some of the topics from Marketing 11 and Marketing 12. In this case, credit should be given for Marketing 11.

CONTENT:

* Advertising and Promotion
  - The development of advertising
  - The role of advertising agencies
  - The Public Relations function
  - Attracting attention and creating interest
  - Advertising in periodicals and newspapers
  - Outdoor advertising
  - Television advertising
  - Radio advertising
  - Direct-Mail campaigns

* Channels of Distribution
  - Wholesalers, jobbers, brokers
  - Warehousing
  - Transportation

* Human Relations in Marketing
  - Ethics in retailing
  - The importance of human relations
  - Employer-employee relationships
  - Action to improve human relationships
  - Career paths

* Organization for Marketing
  - The single proprietorship
  - Corporate forms of ownership
  - Franchises
  - Chain stores
  - Shopping malls
  - Co-operatives

* Product Planning
  - Strategies
  - Packaging
  - Branding
  - Labelling
  - Regulations and legislation

* Market Research
  - Theories
  - Sampling techniques
  - Training of interviewers
  - Current marketing practices

MARKETING 12

* **International Marketing**
  - World Markets
  - Promotional regulations
  - Trade commissions, Trade fairs
  - Import and export regulations
  - Distribution and support services

SUGGESTED LEARNING OUTCOMES:

**MACHINE CALCULATIONS & PROCEDURES**: 31, 33, 34, 35, 43, 44, 45, 46
**MARKETING**: 1 - 26
**ECONOMICS**: 1, 2, 3, 9 - 12, 35, 38, 39, 41
**CAREER SKILLS**: 1 - 24
**LAW**: 4, 5, 6, 20
**ORGANIZATION & MANAGEMENT**: 2 - 5, 14, 16, 35, 38, 39
**PERSONAL DEVELOPMENT**: 1 - 18

SUGGESTED EQUIPMENT AND FACILITIES:

* Cash Register with electronic display, at least six designation keys, and audit functions - one per school
* Marketing rooms should have: sink, display areas with cases or counters, manequins, secured area, price marking devices, point of purchase display materials
* Access to retailing simulations (including computer access)

| MACHINE CALCULATIONS & PROCEDURES 12A | ABBREVIATION: | MCP 12A |
|---|---|---|
| | REPLACEMENT: | BM 12 |
| | LEVEL: | Senior Secondary |
| | SEQUENTIAL TO: | None |

INTENT: This course is intended to be a course to develop skills and concepts in arithmetic functions in business applications in conjunction with learning calculating machine skills.

* Machine Skills and Specialized Functions
* Systems and Document Flow
* Arithmetic Functions
* Touch Skills
* Symbols, Formulae, Translations and Concepts
* Historical Devices
* Mathematical Shortcuts
* Programming on a Calculator
* Consumer Buying Problems
* Sales Transaction Calculations
* Credit Calculations
* Banking Calculations
* Career Exploration
  - Job description, specifications, simplifications
* Postal and Freight Calculations
* Estimation and Rapid Calculation
* Weights, Measures, and Measurement
* Personal Development

SUGGESTED LEARNING OUTCOMES:

INFORMATION SYSTEMS: 1, 2, 3, 7, 8
MACHINE CALCULATIONS AND PROCEDURES: 1 - 17, 20, 21, 23, 25, 29, 33 - 35
PERSONAL DEVELOPMENT: 1 - 9, 11, 12, 15 - 18 38, 45, 52, 53
CAREER SKILLS: 1 - 8, 11, 13, 14, 20 - 24
ACCOUNTING: 1 - 16
DATA PROCESSING: 3, 4, 6, 7a, 7b, 12, 18

SUGGESTED EQUIPMENT AND FACILITIES:

* Ten-Key keyboard calculating machines (electronic display, electronic printing, etc.)
* Electronic posting machine
* Electronic cash register
* Access to electronic data processing equipment

| MACHINE CALCULATIONS & PROCEDURES 12B | | |
|---|---|---|
| | ABBREVIATION: | MCP 12B |
| | REPLACEMENT: | BM 12 |
| | LEVEL: | Senior Secondary |
| | SEQUENTIAL TO: | MCP 12A |

INTENT: This course will explore business math and machines in more detail and explore careers in machine calculations and procedures related areas.

CONTENT:

* Review of Machine Skills and Arithmetic Concepts
* British Columbia Industries - calculations and procedures related to:
  - Forestry
  - Mining
  - Fishing
  - Agriculture
  - Travel
  - Shipping
* Installment Loans
* Stocks and Bonds
* Tables, Charts, Graphs and Statistics
* Insurance
* Credit Control Calculations
* Real Estate
* Federal and Provincial Tax Calculations
* Home Ownership
* Automobile Ownership
* Income Tax Procedures and Calculations
* Wholesaling and Manufacturing Calculations
* Retail Buying and Retail Selling
* Sales Transactions and Purchase Charges
* Wages and Payroll Calculations
* Career Exploration
* Personal Development
* Employment Skills

SUGGESTED LEARNING OUTCOMES:

ACCOUNTING: 1 - 16, 30, 31, 34, 37
INFORMATION SYSTEMS: 1, 2, 3, 7, 8
MACHINE CALCULATIONS AND PROCEDURES: 10 - 19, 22, 24, 26 - 28. 30, 32, 36, 37, 39 - 44, 47 - 53
PERSONAL DEVELOPMENT: 1 - 9, 11, 12, 15 - 18
CAREER SKILLS: 1 - 8, 13 - 15, 17 - 24
DATA PROCESSING: 3 - 6, 7c, 7d, 12, 18, 19, 21

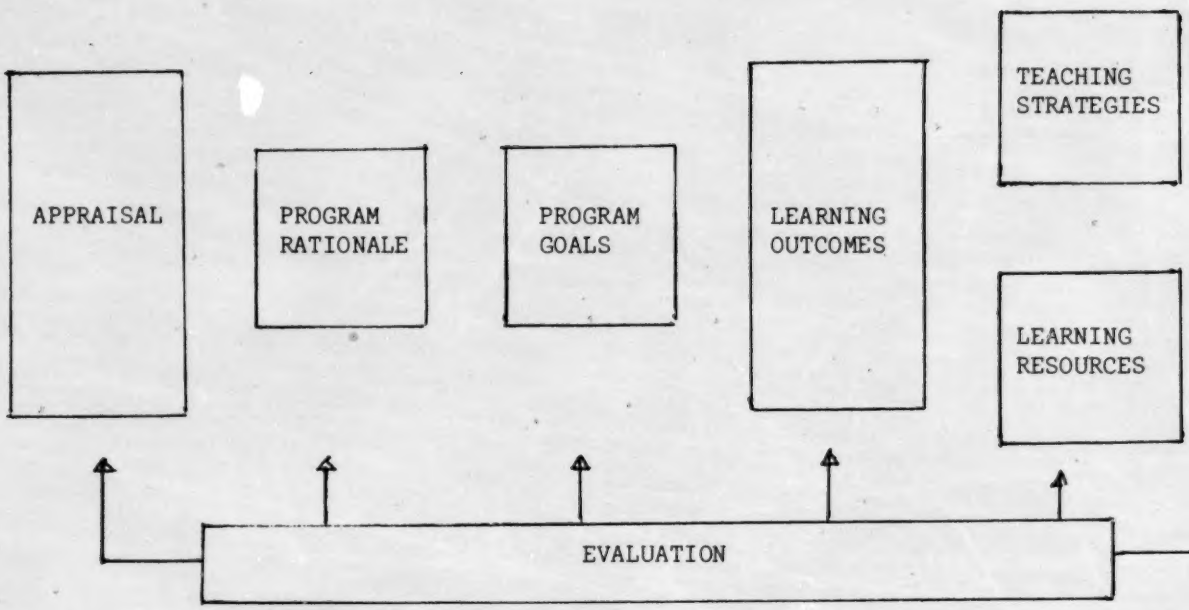
MACHINE CALCULATIONS AND PROCEDURES 12B

SUGGESTED EQUIPMENT AND FACILITIES:

* Ten-Key keyboard calculating machines (electronic display, electronic printing, etc.)
* Electronic posting machine
* Electronic cash register
* Programmable calculator
* Access to electronic data processing equipment

Appendix I

PROGRAM DEVELOPMENT MODEL




This is the model used to develop the Business Education Program